DOCUMENT RESUME

ED 167 811 CE 020 284

AUTHOR	Stein, Walter M.; And Others
TITLE	Increasing Guidance Effectiveness through School-Community Cooperation. A Guide to Developing Cooperative Relationships between Schools and Business, Industry and Labor in Rural Communities.
INSTITUTION	Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Feb 78
GRANT	G007605052; G007605225
NOTE	592p.
AVAILABLE FROM	National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($25.50)
EDRS PRICE	MF03/PC24 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Guidance Counseling; *Guidance Programs; Leadership Responsibility; Postsecondary Education; Program Development; Program Effectiveness; Rural Areas; *Rural Schools; *School Community Cooperation; *School Industry Relationship

ABSTRACT

This book, one of a series designed for rural career guidance programs, provides guidelines for creating cooperative agreements between career guidance personnel and business, industry, labor personnel, and others in the community to benefit students in rural/small school environments. Chapter 1 explains the term "cooperative agreements," defines other terms used in the guide, presents author assumptions, and defines the nature of the guide. Chapter 2 presents the reader with some background information about rural communities, cooperative relationships, and the research leading to the development of this guide. Chapter 3, leadership and community support, describes the roles of those planning and implementing cooperative agreements and suggests some ways for gaining support for these activities in the school and community. Chapter 4 outlines in detail the steps to be taken in planning and implementing a cooperative agreement. Chapters 5-9 give specific examples of existing cooperative agreements, ranging from plans for grades K-6 through postsecondary, adults, and teachers. Appended materials include a glossary of terms, responsibilities and qualifications of a program coordinator, resource catalog and survey sheets, related legislation, a sample of agencies that can help such programs, a bibliography, and an index of agreement applications. Charts illustrate the material throughout the guide. (CT)

ED167811

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION

A Guide to Developing Cooperative Relationships Between Schools and Business, Industry and Labor in Rural Communities

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February 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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The National Center for Research in Vocational Education	Grant No.: G007605052
Northern Michigan University	Grant No.: G007605225

FOREWORD

Students leaving school need to possess a flexibility of attitudes, work abilities and aspiration which will enable them to cope with a constantly changing work and living environment. This flexibility is difficult to foster in the relatively stable atmosphere of the school. Indeed it may be counter to some of the goals of the school.

Even assuming that adequate career guidance and counseling are available, students need to develop flexibility through work observation, job seeking, job holding, and work experiences. Provision of such opportunities for rural youth, either through firsthand experiences or by interacting with community persons in the school setting, is a primary focus of the cooperative agreements described in this book. This book also provides guidelines for creating cooperative agreements between career guidance personnel and business, industry, labor personnel, and others in the community to benefit students in rural/small school environments.

We believe that by systematizing community assistance to students, parents and educators, and by formalizing such working agreements, educators will be helped to marshal such aid more quickly, thoroughly, and effectively. Thus, educators will have additional tools to influence the career development of students, according to their needs at any given time. We believe that persons in the community constitute a rich resource for the career development of youth and deserve the opportunity to make increased contributions to such development. We believe that students in rural/small school settings who have the opportunity to interact with the work-world will learn, grow, and mature in ways that apply not only to their occupations but also to home, leisure, school, civic and interpersonal relationships. We believe that such experiences may be a superior mode of learning for many students regardless of their selected career goals. Finally, we strongly believe that at all developmental levels, work experiences and/or interactions with representatives of the work-world will help students form more realistic career aspirations, expectations, and related choices and will prepare them more effectively for their future roles in a changing society.

We commend Dr. Charles Weaver, Project Director, Northern Michigan University and Walter Stein, the National Center for Research in Vocational Education for their leadership work in research, design, and the overall development of this book. We also gratefully acknowledge the assistance of many persons in this effort, and give special thanks to the seven members of the National Advisory Committee and the 50 members of the National Advisory Panel who provided much input to our research materials. These persons are acknowledged elsewhere in this document. We are indebted to educators all over the nation who took their time to provide the data on which this program is built. The help, advice, and consultation of such persons as Harry N. Drier, Senior Research Specialist, the National Center for Research in Vocational Education, The Ohio State University, and other staff members at the National Center were invaluable. David Pritchard, project monitor at The United States Office of Education, Bureau of Occupational and Adult Education; Melvin McCutchan of Sandia Laboratories, Albuquerque, New Mexico; and Everett Edington, Director of the ERIC/CRESS Center, Las Cruces, New Mexico, did much to aid us in reaching project objectives. Appreciation is also extended to members of the Ohio and Michigan State Department of Education for their assistance and consultation in developing the project.

The authors have incorporated a wealth of information and ideas into a workable set of cooperative agreements and a process for their implementation to cover a wide variety of contingencies related to the effective career guidance of rural/small school youth. This set of agreements and the process comprise one of the first documents of its kind to be published in the field. It shows great promise for providing students at all levels with increased and realistic interaction with people and settings of the world of work and the community. These materials will also be adaptable to a number of non-rural educational settings. It is our hope that the user, in whatever setting, will find the guide valuable in providing additional learning opportunities for youth through active involvement of many community members and agencies.

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ACKNOWLEDGEMENTS

The authors wish to acknowledge their substantial indebtedness to the following sources. Large portions of material in Chapters V-IX were allowed to be reprinted, excerpted and/or adapted from:

Research and Development Project in Career Education, Final Report by George Willett and Marshall Thombs, S.A.D., No. 9, Farmington, Maine 04938, Washington, D.C.: USOE, 1973.

"Career Development Review," 1976-1977
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"Career Education," 1976-1977
(Student contributions supervised by journalism teacher, Mrs. Marian Hutchison)
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"Faculty Focus," 1977
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Materials from these sources are subsequently identified by the name of the city in which the activity occurred.

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CHAPTER I

INTRODUCTION

Chapter I

INTRODUCTION

One of the most noticeable trends in American education is the growing cooperation between schools and their communities in order to enhance the education of youth and adults. Numerous interchanges are taking place between traditional educational settings—elementary schools, junior highs, high schools, and colleges—and businesses, industries, organized labor, and other community organizations. In fact, cooperative relationships with the broader community are not peculiar to the United States. Examples can be found in Canada, the USSR, Israel, Japan, and other locations (Vaselyen, 1970; Cleveland, 1970).

The planners of comprehensive guidance programs are seeking cooperative relationships with the extended community as a viable guidance strategy in both rural and urban settings, and this trend is likely to continue (Hicks, 1977).

> Counselors and guidance workers will be greatly involved in both the school and community and not afraid to work as interveners—change agents in the interest of those they assist . . . Their efforts will be for both the remedial and developmental purposes over the life span. . . .

According to Hicks, business, industry, and labor will increasingly join the team effort to provide young people, teachers, counselors, and guidance workers a chance to learn about opportunities available in their community settings and elsewhere.

Hicks further addresses the concept of community cooperation in work experience.

> Work experience programs of many kinds (as a preparation for meaningful placement) will be sponsored by schools, industry, business, labor, and other community and national programs as well as programs which result from combinations of all of these. The goals and models for the programs will vary from that of increasing motivation to work and developing awareness of the world of work, to the acquisition of adaptive decision-making and other specific skills to perform a particular job. The youth unemployment population may be the most noticeable common factor of this smorgasbord of programs.

There are several characteristics of the rural setting which promote community involvement. The school is central to the community, a source of pride, and a recipient of financial and moral support. Individual citizens and community groups willingly channel their efforts toward supporting school programs. The guidance component is no exception. The National Center for Research in Vocational Education (Stein, Axelrod and Drier, 1977) has found that employers and citizens:

1. are positive about devoting time to community-school improvement,
2. favor the school's use of on-the-job training experiences,

3. will, through civic and professional organizations, devote time and effort to the school.

The evidence indicates the richness of human resources in the rural community. Rural educators should cultivate strong working relationships with community members and groups. This expansion of community resources is both realistic and timely.

Cooperative Agreements

The term "cooperative agreement" sounds rather formal. In the minds of many, the terminology represents a formal contractual arrangement. In some cases such formal agreements may be necessary, particularly where hazards to some party described in the agreement may be present or where some kind of payment is involved. For the most part, however, cooperative agreements are really cooperative relationships and, in fact, take the form of informal agreements based on a handshake or a conversation.

The chief purpose of a cooperative agreement is to help students benefit from the work and life experiences of community members, primarily representatives of business, industry, and labor. Through cooperative relationships the career guidance of students is enhanced by such diverse inputs as firsthand work experiences, employment information, expert advice, vicarious experiences, and interaction with those presently in occupations of interest. Such relationships

1. Promote collaboration with business, industry, and labor in a systematic manner;
2. Provide experiences for students to explore various career options and to assist them in the decision-making process, thus promoting their career development;
3. Allow students to interact with representatives of the broader community both in the school setting and the work setting relative to students' own career needs;
4. Form new partnerships in career guidance in order to serve ongoing student and community needs;
5. Take advantage of that vast pool of career guidance resources which exists in the broader community;
6. Strengthen the role of organized labor in providing a full spectrum of career guidance experiences to all potential members of the labor force;
7. Give organized labor an opportunity to provide work experiences both on-the-job and within labor organizations; and
8. Develop a variety of cooperative activities and relationships with business, industry, and labor to assure that today's students, who are tomorrow's leaders, will be equal to the tasks they will undertake in a variety of life roles.

In addition to the benefits received by the students, there are numerous benefits which can accrue to the local school, whether its level is elementary, secondary, or post-secondary. Some of these benefits are:

1. The improvement and upgrading of instruction and/or career guidance will be assisted by more systematic use of personnel, materials, and facilities provided by business, industry, and labor.

2. The many and varied services of the broader community can vastly enrich curricula and relate the school setting to the world of work. These services can also provide knowledge, skills, and guidance experiences not usually available within the school. With this kind of cooperation, cost effectiveness has been shown to be great from the schools' point of view.

3. Cooperation with the broader community can help the school meet student needs in individual and group settings through a variety of means (e.g., tutorial services, additional advice and counsel to students, provision of in-service education to school staff, equipment provision) by organizing and mobilizing the key resources of the greater community for guidance purposes.

4. The broader community can be a source of innovative thinkers for program and facilities planning through participation in advisory and consulting activities in cooperation with the school(s).

5. The broader community can also help to implement innovations, simply by providing volunteer services otherwise unavailable to the school, particularly in the rural/small district.

6. Through the systematic use of cooperative agreements, the broader community can assist in implementing such career guidance components and related functions as:

   - career guidance related curriculum development
   - career guidance related occupational information for teachers, parents, counselors, and students
   - career awareness at the elementary school level
   - career planning and decision-making based upon factual information provided by knowledgeable persons in the community
   - career development at the secondary and post-secondary levels
   - self, economic, and work-world understanding by students
   - consumer education
   - in-service education of school staff
   - teacher/guidance personnel internships with a variety of community organizations

At the same time, communities benefit in many ways from cooperative relationships with schools. Individuals and organizations are able to:

- help guide the training of future workers and give more realistic perceptions of the world of work and its demands prior to employment;
- have an opportunity, as taxpayers and school supporters, to give input to the policies, operation and future direction of the entire educational enterprise;

- help to resolve mutual problems through systematic interaction between school and community;
- promote better relations with youth, parents, and school officials;
- discharge community service responsibilities by contributing to the career guidance function;
- improve the public image of their organizations;
- tell their story to students and teachers;
- develop opportunities for worthwhile use of leisure time for many individuals in the community through service to the school(s);
- gain personal satisfaction from helping students develop their interests, abilities, and attitudes;
- show their genuine concern for youth and do what they can to help students realize their fullest potential.

In summary, systematic use of the resources of the broader community, coordinated with the needs of the school and its students will result in benefits to students, teachers, the overall educational effort, and to the community through an improved program of career guidance in the school.

Definitions

Broader Community is a term intended to mean *all* persons, institutions, and agencies in the local geographical area other than the particular schools and school personnel of the local educational agency. The broader community includes businesses, industries, labor, civic and social organizations, churches, private individuals, professional persons, and government agencies at any level.

Rural/small schools, for the purpose of this guide, enroll no more than 1,500 students in grades K-12 and no more than 500 of these students are enrolled in the senior high school according to the district's definition of the senior high school, i.e., grades 9-12 or 10-12. In addition, the community in which the student resides has a population of 2,500 or less and is 25 miles or more from a major metropolitan area of 25,000 residents.

Cooperative agreements, as defined in this guide, can be either formal (written) or informal (verbal). They consist of the cooperative relationships, activities, and programs that exist between schools and their communities. Cooperative agreements can range from a one-time visit to a classroom by an employee of a local business arranged through a conversation and a handshake to a comprehensive cooperative educational program that involves ongoing exchanges formalized by written agreements.

Assumptions

The development of this guide and the recommendations presented are based on a number of overriding assumptions made by the authors. Some of these assumptions are:

1. Rural/small school districts can profitably supplement their instructional or guidance programs through formal or informal agreements with agencies or institutions external to the school.

2. Rural/small school districts can enter into agreements with external agencies or institutions for the express purpose of facilitating the understanding of their students about

   - participating in the world of work,
   - increasing educational opportunities,
   - enriching leisure activities,
   - contributing toward community goals,
   - developing other life roles.

3. School districts which enter into formal or informal cooperative agreements with external agencies for the above purposes perceive these agreements as successfully accomplishing the purposes for which they were negotiated.

4. Interaction with the work-world and its people through cooperative relationships with business, industry, labor, and other groups of the broader community provides realistic career guidance experiences for students at all levels.

5. Cooperative relationships, and the experiences they provide contribute to parents' improved understanding of the career development of youth and adults.

About the Guide

This guide is one of a series of handbooks designed for rural school personnel interested in developing comprehensive career guidance programs. The purpose of this volume is to enable a school, school district, or a group of districts to plan and implement cooperative agreements with business, industry, labor, other community organizations, and individuals.

The nature of the activity to be undertaken will dictate the degree of formality of the specific cooperative agreement to be negotiated, written, and implemented. Whether one desires an informal "one-shot" agreement or a more formal long-term agreement, it is advantageous to think through the purposes of such an agreement before initiating it and to be prepared for its implementation. An effort has been made to present an effective set of guidelines and a large set of useful cooperative agreements. These examples have been selected to increase preparedness for implementation of cooperative agreements, to suggest mutually satisfactory relationships with community representatives, and to improve guidance delivery in rural/small schools.

This document should be viewed primarily as a practical guide to developing, negotiating, and implementing cooperative agreements in local settings. The authors focused on the development of a practical approach to establishing both new school-community relationships and a simple format for increasing their utility.

The background and philosophical considerations underlying cooperative agreements are presented followed by a "nuts and bolts" approach to planning, negotiating, writing, installing, and evaluating cooperative agreements between educational institutions and business, industry, and labor in the rural community. Later chapters present examples of agreements that have been successfully implemented at all grade levels. These may be considered for possible adaptation in the specific situation in which the user tries to apply cooperative agreements.

For those desiring assistance in some specific phase of implementing cooperative agreements, several resources are presented in the appendices.

Goals

The goals of this guide are:

1. To indicate the types of business, industry, or labor organizations and other community resources that most frequently and effectively cooperate with local school districts;
2. To assist local guidance personnel interested in developing cooperative agreements between rural/small schools and their communities by presenting examples of such agreements;
3. To provide suggestions for developing one's own cooperative agreements through reference to a nationally based compilation of exemplary cooperative career guidance agreements;
4. To provide suggested means of planning, implementing, and evaluating cooperative career guidance agreements in rural/small schools and rural communities;
5. To provide cautions concerning responsibilities, hazards, and liabilities which may be incurred when installing such agreements.

In summary, school-community relationships are a viable method of enhancing the guidance programs of rural/small schools. This guide has been designed as a comprehensive, practical tool for those interested in implementing such relationships.

Chapter II presents the reader with some background information about rural communities, cooperative relationships, and the research leading to the development of this guide.

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CHAPTER II

BACKGROUND INFORMATION

Chapter II

BACKGROUND INFORMATION

The guidelines in this handbook are based upon two broad sources of information: research literature related to cooperative relationships between schools and communities and information gathered from individuals and organizations currently involved in cooperative activities. Following are the highlights of the literature review, a description of the research and development methodology used in this project, and several conclusions that can be applied to rural school-community projects.

Literature Review

Couey et al. (1976) provide some interesting and challenging facts about rural populations and population trends. They cite Greissman (1969) and Tyner (1971) in stating, "We should not take lightly the existence of rural America." Some 55.3 million people are considered to be rural on the rural-urban continuum. This figure is roughly twice the total population of Canada and constitutes what could be considered the ninth largest country in the world. It is generally agreed that of this total as many as 11.1 million can be classified as poor. This constitutes one-third of our country's economically disadvantaged (Tyner, 1971).

Couey et al. refer to Greissman's statements about rural population trends. The rural population pyramid shows a large block of persons under nineteen years old and another large block representing the sixty to sixty-nine year old group. The younger adult working population is significantly smaller. The most logical interpretation of this trend is that there must be a heavy out-migration of these younger adults to find work in other areas.

One of the strongest arguments for rural/small schools establishing cooperative relationships with the broader community derives from these facts. Couey et al. make the point that, "Since these youth will move to other areas to earn a living, this education should equip them for this."

One realistic way to provide education to equip rural youth for working in a new environment is to implement cooperative agreements and relationships. These can provide information, experiences and skills, as well as promote attitudes and values, needed in other areas by rural youth *before* they are faced with the need to adjust to a new setting. Those experiences and skills can be provided either by bringing a group of persons who are knowledgeable about other environments into the rural school, or by taking rural youth into the broader community. Through community interaction, students can learn about or experience conditions similar to those they will find in the settings to which they may migrate.

For a fuller description of the rural home, school, and community, the reader is referred to *State of the Art Review, Rural America Series* (1977). The facts and figures presented in this volume contribute to a clearer understanding of the problems of rurality as well as its advantages. It also provides additional rationale for preparing rural youth for out-migration which in many cases is inevitable.

The disadvantaging characteristics of rural schools are emphasized in most of the literature. Bottoms (1970) has described shortcomings of rural education which are constraints to the effective and systematic use of cooperative agreements in the rural community.

1. Due to limited resources, rural schools have inadequate facilities and equipment.
2. For many rural youth the opportunities for occupational education are limited to course offerings in agriculture or homemaking education.
3. Rural schools today are more traditional and resist change more than urban schools.
4. The cooperative concept is not widely used in rural areas because of the scarcity of industries and businesses that could appropriately enter into such a cooperative relationship with the schools.
5. Because of geographical setting, rural youth are not exposed to major industrial complexes.
6. Effective career orientation programs must be a coordinated effort involving the students, parents, school personnel, community service personnel, service clubs, trade and professional groups, and unions.
7. Geographical distances in the rural community are a constraint in such a coordinated effort.

Robinson and Schmidt (1971) add another significant weakness of rural schools when they point out that there remains a reluctance on the part of school administrators to jointly engage industry and various community agencies in school planning and developing of employability programs for rural disadvantaged youth.

While these constraints are very real in many rural settings, they do not totally preclude cooperative relationships for rural areas. Sturges (1974) has outlined several strategies for improving instruction in small schools. Among them are close school-community relations, use of small schools as community learning centers, and maximum utilization of (all) resources.

Many of the kinds of activities described in the literature are applicable to guidance in either rural or urban areas. Many of these cooperative activities with the broader community are designed to serve youth directly, such as work experience programs or career days in the schools. Cooperative agreements may also foster staff development by expanding awareness of potential cooperative relationships with business, industry, labor, and private individuals. A listing of fully described agreements covering a broad spectrum of areas of cooperation possible for rural/small schools is presented in Chapters V-IX.

Business and Industry

One guidance activity in connection with business and industry, available nationwide and not specifically limited to either rural or urban populations, is the Career Guidance Institute designed by the National Alliance of Businessmen (NAB). The institute has as its goal in-service education of school staff to serve the disadvantaged. Primary objectives of the Career Guidance Institute are:

1. To increase the awareness of educators and employers of the requirements of career preparation for disadvantaged students,

2. To improve the career guidance provided these students by increasing educator knowledge of private sector job conditions, and

3. To increase the number and intensity of contacts between educators and businessmen.

The typical institute is sponsored by a local college or university and directed by a faculty member of that institution.

According to NAB, Career Guidance Institutes provide several benefits:

1. Where Career Guidance Institutes have been conducted, the high school dropout rate is beginning to decline.

2. In these areas the flow of untrained and unskilled youth into the job market is leveling off.

3. The improved skill level and motivation of disadvantaged high school graduates is making them competitive with non-disadvantaged graduate job seekers.

4. Institutes that involve educators and industrial personnel in intensive, personal interaction produce significant attitudinal changes among both groups. Both educators and businessmen come away from Institute sessions with a greater appreciation for the need to improve career guidance programs in high schools and to open additional job opportunities in the private sector for disadvantaged youth.

5. Students having direct contact with Institute participants are making better career choices, showing greater interest in related high school training courses, and improving their communication skills.

Independent business persons, educators, community leaders or corporate executives who want to participate in any of the Youth Programs of the National Alliance of Businessmen, should call the local metro director of the National Alliance of Businessmen to obtain additional information. The telephone number of the local office of the National Alliance of Businessmen can be found in most telephone directories, or contact:

Vice President, Youth Programs
National Alliance of Businessmen
1730 K Street, N.W.
Washington, D.C. 20006
202/343-7205

Labor

Organized labor was initially skeptical of the career education movement on the basis that it was simply job training with a new name and designed to fill the nation's manpower needs without regard for fostering the full development of individual students.

The AFL-CIO blames the high youth unemployment rate (20 percent overall, nearly 40 percent for black youth) on the economy and not on the schools' failure to provide students with saleable skills. It opposed the "employer-based model" for career education conceived by the U.S. Office of Education. This program was to combine classroom teaching with on-the-job experience for students from 13 to 20 years old and was to be created, developed, and operated by a consortium of employers. Four "employer-based model" programs were begun, but were not continued. As the program now exists, it is called the "experience-based career education model" due to labor's opposition to the original concept and title.

The late Dr. John A. Sessions, Assistant Director of the AFL-CIO Education Department, described two examples of labor's involvement with education in a paper delivered in Memphis, Tennessee, February 24, 1976:

> The City of Chesapeake, Virginia, obtained federal grants to establish an Educational Media Center in the city jail and to develop a counseling and orientation program for inmates, but the most important phase of the project came with a federal grant to establish a work release program which allows inmates freedom to work at steady jobs on weekends while serving out jail terms or fines.
>
> The Chesapeake program is a model of total community involvement in the planning of the program. Too often "involving the community" means coming to the various elements in the community after the project design has hardened and then trying to win community sanction for that which the community had no part in shaping. The Chesapeake program began with a broadly based community group including both employers and organized labor. The program was accepted by the community because the community had helped to plan it.

Dr. Sessions also described an effort that failed because of misunderstanding by a union official caused by after-the-fact involvement of the union. Dr. Sessions explained that the time to involve labor is the morning of the first day that one decides it might be a good idea to begin a career development program. The local field representative of the Human Resources Development Institute can be immensely helpful if he or she is involved in plans from the very beginning. That representative can cause serious obstacles to the program if he or she is involved only at the last minute.

Dr. Sessions emphasized that once contact is made with organized labor, it becomes clear that its spokespersons are by no means passive participants. They are likely to be skeptical and full of the difficult questions that particularly concern them but will vigorously support well planned efforts.

The AFL-CIO has long supported two-year institutions in training skilled workers. It supports all levels of public education and has taken some steps to cooperate with educators in implementing career education. However, many original career education concepts may need considerable tailoring to fit labor policy. The AFL-CIO restated its basically firm position in a paper prepared for organized labor participants in the Commissioner's Conference on Career Education, Houston, November 7-10, 1976, by the AFL-CIO Department of Education.

According to Carroll M. Hutton, Director of the UAW Education Department, the UAW issued its first policy statement supporting career education in January 1976. The statement came as a result of the union's involvement with career education since 1973, during which time union philosophies were blended with career education definitions.

Hutton highlighted the fact that the UAW Constitution mandates local unions to establish education committees and reaffirmed the union's dedication to the "total person" concept. "We believe viable alternatives could be developed to achieve the objectives of career education and still not violate child labor laws and minimum wage standards."

The UAW is now calling for the reconstruction of the National Career Education Advisory Committee "in such a way as to guarantee adequate representation of organized labor . . ."

In general, organized labor is eager to cooperate with educators. Peter Bommarito, addressing the National Conference on Career Education in 1976, stated that:

> We in labor strongly endorse the concept of career awareness coupled with expanded career choices and a sound academic background for all children in America. We have no problem with the concept, but we do have problems with some of the ways in which this concept has been interpreted. We hope that recent invitations to participate in planning and implementing career education programs are indeed *that,* and not merely an effort to secure our seal of approval. . . . There is, or should be, a natural alliance between organized labor and public education. . . . It was organized labor that fought so hard in the last century to make first class, free public education available to all as a matter of right. . . . For too long labor has been made to stand outside the doors while critical decisions affecting our children were made inside. . . . *For too long "community resources" has meant every resource except labor. . . .* (Italics by authors)

Labor leaders often differ with statements such as the comment by Edward Zigler of Yale that skilled and semi-skilled labor must be viewed as "deeply satisfying." Labor leaders generally feel that a worker's primary satisfaction is not in conforming to a "work ethic" or in the dignity of labor, but in "putting the bread on the table."

Other School-Community Agreements

The Illinois Office of Education, encouraged by U.S. Office of Education priorities, has a comprehensive vocational program for three groups with special needs. One is the Work Experience and Career Exploration Program (WECEP) for academically disadvantaged fourteen and fifteen year old students. The Illinois Department of Adult, Vocational and Technical Education began the program in cooperation with the U.S. Department of Labor. The Department waived the employment age restriction, in order to increase the students' self-esteem while providing them with an opportunity to explore career options, develop positive attitudes toward work, gain entry level skills, and continue their education beyond the age of 16.

Another program is the Early School Leaver (ESL) program for high school dropouts with unsatisfactory employment prospects. Most of this program is provided by community colleges due to the belief that the early school leavers are more comfortable among community college students than among high school students. Along with the work experience program, career information, remedial basic education and employment survival skills are made available to students.

A third program is for handicapped persons to receive assistance and encouragement in entering the job market as a part of their cooperative education program. Where the number of handicapped students in a particular school is too small to support a separate program, several schools sponsor a single program. Transportation is provided where necessary, including transportation to places of work.

For more information contact: Department of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777, Phone (217) 782-4870.

Dr. James F. Shill, Director of Research and Curriculum Unit, Mississippi State University (Drawer DX, Mississippi State, MS 39762; phone 601/325-2510), directed a project designed to yield vocational prediction tests for use with the educable mentally retarded in rural school systems, where expensive testing systems are out of reach. "The primary purpose of the project," according to Shill, "was to develop identification and selection criteria for use in enrolling students in 'special' vocational programs or, in some cases, allowing students in 'special' programs to be mainstreamed into 'regular' vocational programs." The project also proposed to establish official identification and selection criteria for mentally handicapped students for the State of Mississippi. The project was completed December 31, 1977.

Summers (1976) points out that vocational guidance counselors in rural areas need to be especially aware of the unprecedented options now available to females. Equal rights legislation increasingly pervades our society with new opportunities for women. Traditional sexist roles (father goes to work, mother stays home) are likely to fade more rapidly in urban areas where the variety of fields that include women are more apparent to the high school girl.

"Present high school girls can expect a totally different job market than that faced by their mothers—or even their older sisters—upon graduation from high school or college or vocational school," says Summers. She also suggests that school counselors can and should be instrumental in changing the attitudes of male and female students and that they encourage students to participate in classes, clubs, and sports without regard to sex. Summers also cites the necessity of having accurate and recent job and educational information, of providing field trips, resource persons, and other firsthand information regarding various occupations. "This is especially important for the young woman whose access to occupational models is limited due to finances or whose parents discourage her from entering previously male occupations."

Warren and Way (1973) report a cooperative agreement between The Pamlico School System (Alliance, N.C.) and Pamlico Technical Institute. This agreement provides formally for interaction between the two institutions. The overall goal is " to provide integration and continuity of learning experiences designed to meet the needs of the student and the environment [community] in which he must function." While the agreement has had some problems of coordination, funding, personnel, and high school/college credit, it is reported as functioning satisfactorily.

Loustaunau (1975) describes a close teacher-student-parent-community cooperative relationship. Meeker, Colorado, implemented a successful program of community participation in vocational needs and training. This program involved both human and facilities resources of the entire community. Local businesses provided short-term job and vocational exploration experiences for students without pay. She also notes that the community may contain a good deal of untapped talent and skill that could be used to provide supportive services to local schools, another potent argument for schools entering into cooperative relationships. She also quotes a National Education Association report on Improvement of Rural Life:

> Every good community school will have a curriculum which is based on the needs of boys and girls growing up in the community and will use the community as a laboratory for learning.

Frankel (1974) suggests that cooperation between postsecondary institutions and business and industry may be almost a by-product of the rural community college. That is, community college occupational programs attract business and industry to rural areas by supplying a trained pool of workers, thus helping to alleviate rural poverty. A recognized cooperative relationship between the college and the firms moving into the community is an inherent part of the attraction of business and industry to the community. This attraction is heightened as the community college implements the appropriate occupational programs.

Friedman (1973) describes the settlement schools of Southern Appalachia, such as Berea College, which are cooperative enterprises. Her thesis is that if the settlement school attempts to become an integral part of the community through participation in local activities and by inviting meaningful community cooperation with the school, a great deal can be accomplished. The settlement school model may offer additional areas of school-community cooperation peculiarly applicable to rural areas.

One of the most common motives for inter-school cooperation at all levels is the financial economy inherent in several districts sharing services (Mallas et al., 1973; Uxer, 1974). Through shared services school officials can economically provide additional educative or supportive services to students despite shrinking budget allocations and the effect of inflation on their budgets. Other motives revolve around development, testing, and revision of localized instructional materials through school-community cooperation.

Significant numbers of cooperative programs in the rural community have as their purpose some career guidance functions. These generally revolve around field trips, short-term work experience, and provision of speakers in rural community. Some others described by Couey et al. (1976) which seem promising for sparsely settled areas are mobile career exploration units (Utah), videotaped career exploration programs (Alabama), simulation models in specific subject areas (Virginia).

The appropriate conclusion seems to be that school-community cooperative agreements are a highly viable strategy in rural career guidance and they usually operate best as a part of a systematic career guidance effort which includes a variety of strategies.

The foregoing literature review is intended only to give the reader the highlights of the literature, some knowledge that the authors are cognizant of constraints in the rural environment, and a sampler of some viable strategies for career guidance based on firsthand inputs from the broader community.

Research Methodology

A national survey of cooperative agreements was undertaken as a part of this project. The primary methods of data collection were a questionnaire survey, telephone interviews with selected participants, and follow-up letters and questionnaires to gain further information where needed.

The original questionnaire, with appropriate modifications to suit the populations surveyed, was mailed to the following:

- 184 representatives of business, industry, and labor;
- 2750 rural/small schools at the elementary and secondary level (this is 1/3 of the national total);
- 300 postsecondary schools;

- 6 state department of education officials in each of the 50 states* (this included state directors of vocational education, state directors of occupational research coordinating units (ORCU), state guidance supervisors and state coordinators of career education); and

- 7 national advisors of vocational youth clubs.

In many cases the researchers were referred to other contacts within an agency or in a related agency. To the extent possible, these additional contacts were also surveyed by questionnaires and telephone interviews. Survey returns were tabulated for analysis on two large matrix boards which plot people along one axis and agreement features along the other. One matrix was used for recording returns from business, industry, and labor; the other was used for recording returns from educational institutions.

The matrices consisted of 62 columns and 25 rows, producing 1,550 cells for entering data concerning existing and suggested agreements. By noting the voids in the existing entries and the filled cells in the suggested entries, the authors were able to determine the priorities for selecting agreements to be included in the guide.

Survey results were extremely disappointing in terms of usable agreements. Many potential respondents to the project survey may be involved in effective cooperative relationships with local businesses, industry and labor organizations, but may not regard these relationships as formal enough and/or extensive enough to be classified and described as "cooperative agreements." Another possible reason for the limited response is that existing cooperative agreements may relate to area vocational schools and were perceived as outside the jurisdiction of the high school counselor or principal.

Following the survey, other means of data gathering were employed. These included:

- Personal contacts with 43 directors of funded programs of career education;

- Use of library at the National Center for Research in Vocational Education;

- Recanvassing of 50 selected secondary schools and 20 postsecondary educational centers;

- Telephoning representatives of 33 state department of education personnel and 12 local education agency;

- Use of other published materials, e.g., newsletters, brochures, pamphlets;

- Referrals to specific programs by state department of education personnel and intermediate school district personnel; and

- Planned contacts at approximately 20 national, state, regional and local meetings, conferences, etc.

In addition to the data gathered from the survey, an ERIC search provided 307 document citations and abstracts. On the basis of these abstracts, 72 documents were chosen for examination. Little information having a direct bearing on the concept of cooperative agreements in rural/small schools was found, although some interesting concepts were brought out in some articles.

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*These were surveyed for their special knowledge of rural/small school districts which did not receive the original questionnaire but which might have cooperative agreements in operation. This also served as a general follow-up to the 2,750 primary sources in school districts.

A project library of some 300 documents was organized and examined for existing agreements and for ideas related to school-community cooperation. Aside from survey data, some of the most useful information, e.g., sample agreements and sample forms have been gathered from the library. Primary sources of library materials were many of the presenters at the 1976 Commissioner's Conference on Career Education held in Houston, Texas. These included representatives of schools from K-14 and representatives of business, industry, and labor. Copies of those presentations which centered on business, industry or labor cooperation were requested from the presenters. Answers to those requests yielded many interesting and innovative materials and ideas, which have been integrated into the materials that follow.

Typical School and Community in Survey

Demographic information provided by the 123 survey respondents indicated that, on the basis of means calculated from all of the returns, the typical responding rural school district serves a community of about 7,180 population in the northern midwest. It is predominantly agricultural but offers some manufacturing, mining, business, and tourism occupations. Employment opportunities within commuting distance of the community are a little less than fair (4.7 on a scale of 0-10). The community is located about 60 miles from the nearest city of 25,000 or more and has no city of that size or larger within the borders of the county in which it is located. Figure 1 shows the distribution of responses to the survey by state and thus, the location in the northern midwest of our typical rural school district. This is indicated by the shaded portion of the map. Numerals show the number of responses from each state.

The typical rural school district has 1,364 students in the total district. Grade population distribution is as follows:

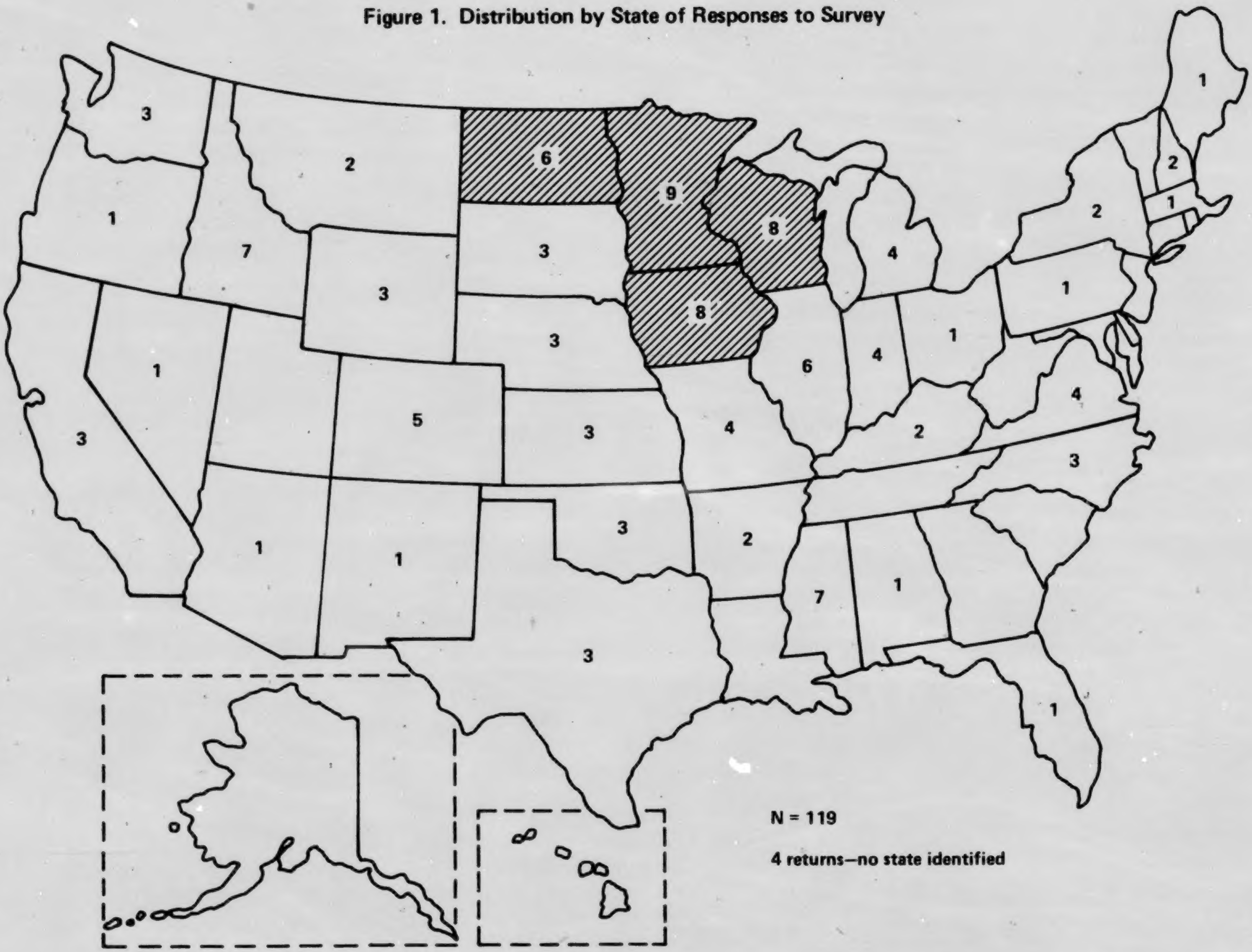
K-6	731
7-8	222
7-12	411

The district has just over one counselor for all its students and it offers 4.5 vocational courses. It has some access to shared-time vocational courses located in an area vocational school which is administered by some authority other than the local district to serve several similar-sized rural school districts. Last year's graduating seniors indicated post-graduation activities as follows:

Employed	37.0%
Seeking Jobs	8.4%
Entered Military Service	12.8%
Going for Further Education	37.0%
Remaining at Home	.4%
Undergoing Special Services	.1%
Homemaker and/or Married	2.0%
Unemployed, Not Seeking Jobs	.1%
Unspecified, Unknown, Moved Away	2.3%

It should be noted that population figures for the district and the community are probably somewhat inflated due to the fact that some districts and communities were reported as being very large. Since they apparently fit the parameters of the survey, it is assumed that they must be consolidated districts. Whatever the reason, they probably inflate the mean to some degree. Thus, actual typical rural schools and communities are somewhat smaller than indicated here.

Figure 1. Distribution by State of Responses to Survey


1
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1

N = 119

4 returns—no state identified

In addition, it was discovered that many rural school districts in the United States have no vocational programs whatsoever. Approximately 8 percent of respondents to the survey questionnaire reported none. It can be assumed that a much higher percentage of those who did not respond have no vocational program.

Approximately 8 percent of responding high schools are served by an Area Vocational Technical Center, typically 20 miles away, where students attend half-day sessions. In addition to special curricular offerings to meet demand in specific geographic areas, these centers usually offer programs in building trades, home economics, business (secretarial), agriculture, metals, and auto mechanics.

In most rural schools where the total school district population is less than 500, a staff member devotes 50 percent time to counseling. Where the total population is more than 500, there is generally one full-time counselor, and in districts of near 2,000 there may be as many as two full-time counselors.

The great majority of educators appraised local job prospects as "fair," but well below 10 percent of this year's graduates were classified as unemployed. Equal percentages (37 percent) were classified as "pursuing further education." About 2 percent of this year's graduates are occupationally classified as "married," and another .4 percent as "working on parents' farm."

Some administrators stated a need for placing students in post high school trade and industrial cooperative vocational education programs. They cited shortages of qualified plumbers, carpenters, mechanics, and other skilled laborers due to better wages for similar jobs in urban areas. Some also mentioned the high cost per pupil of vocational education at the high school level; others wanted vocational education at the secondary level because of the high cost of postsecondary vocational training, which puts it beyond the reach of some high school graduates. An additional group indicated they are under pressure from their state departments of education to institute or expand vocational programs.

The study revealed that some administrators in rural/small schools have a negative attitude toward vocational education. Most urban areas have or hope to have vocational and work experience programs, but rural areas may be less receptive. One rural superintendent considers vocational education "inappropriate" through grade 12. Several respondents expressed a preference for "basic" over vocational education through high school. It should be noted, however, that most rural/small school administrators are eager to provide their students with the oppotunity to be graduated from high school equipped with competitive job skills.

Conclusions

Conclusions to be drawn from the research, including the literature review, the project survey, and interviews are as follows:

- While there seem to be numerous cooperative agreements between education and business, industry, and labor in urban areas, guidance-related cooperative agreements are much less common in rural/small school areas. In some cases, however, effective and complex programs are providing excellent services to students, business, industry, labor, and the community.

- Probably the vast majority of the agreements which do exist in rural/small school career guidance are informal in nature.

- The relatively small number of guidance and counseling personnel to be found in rural/small schools together with a probable overscheduling of their time may have precluded them from entering into such agreements in the past.

- Many existing agreements are made between the individual classroom teacher and an individual in the community. They are not a matter of record, thus cannot be reported here although they may be very effective in the situation in which they are used.

- Possibly the isolation of many rural schools, from the perspective of the rural counselor, administrator, and/or teacher, precludes the use of cooperative agreements with business, industry, and labor.

- The relatively narrow scope of business, industry, and labor to be found in many rural districts often limits all but the most informal kinds of cooperative agreements.

- The relatively less frequent provision of broad vocational education programs in many rural areas may tend to cause many rural/small school guidance and counseling personnel to overlook the value of cooperative agreements with business, industry, and labor as a career guidance tool.

The following chapter, Leadership and Community Support, describes the roles of those planning and implementing cooperative agreements and suggests some ways for gaining support for these activities in the school and community.

Chapter III

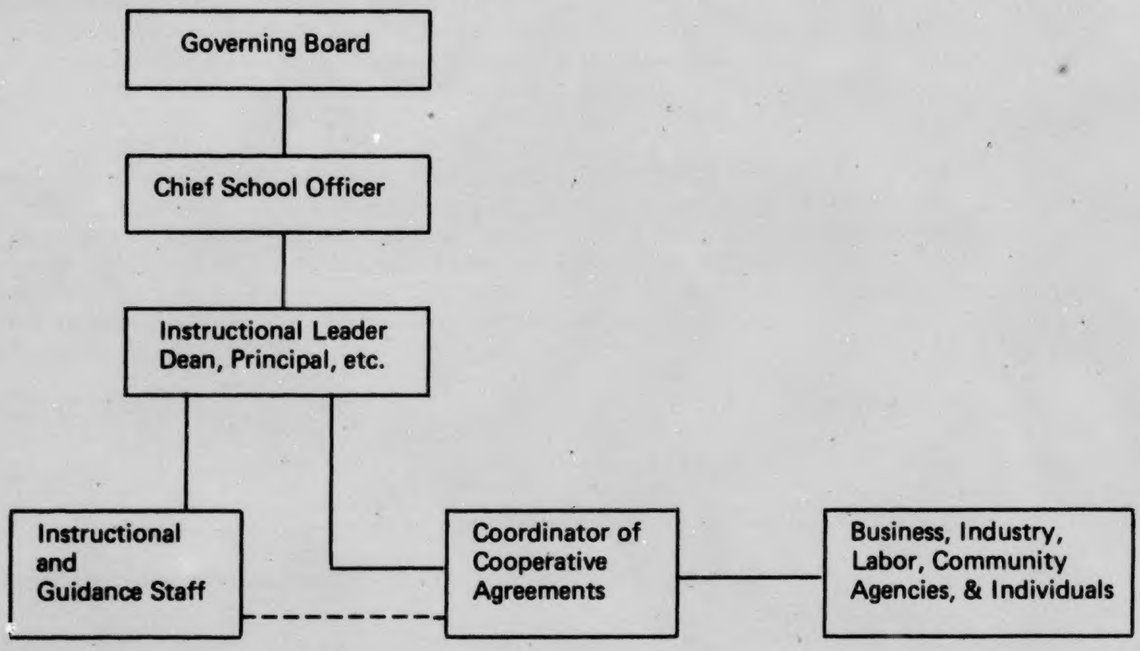
LEADERSHIP AND COMMUNITY SUPPORT

Leadership Responsibility

There are a number of gatekeepers to effective school-community collaboration in career guidance. These individuals stand at the interface between the school and community and, as the metaphor implies, control the access of one to the other. They consist mainly of educational administrators (particularly superintendents), employers, and community and educational leaders.

In any school organization the ultimate legitimate authority rests with the chief school officer—the college president, superintendent or principal, and with the board of education or board of trustees. In most cases it is helpful if these authorities appoint a qualified individual with coordination responsibilities whose job it will be to provide day-to-day leadership in negotiating, writing, and implementing cooperative agreements between the broader community and their schools (see Figure 2).

Figure 2. Relationship of Coordinator to School and Community


Governing Board
Chief School Officer
Instructional Leader Dean, Principal, etc.
Instructional and Guidance Staff
Coordinator of Cooperative Agreements
Business, Industry, Labor, Community Agencies, & Individuals

The coordinator ought to be familiar with both the career guidance needs of students and the opportunities for school-community collaboration in career guidance for the broad spectrum of students served in the specific setting.

Responsibility for coordination must rest on one individual if a total career guidance system, including the use of cooperative agreements with the broader community, is to become a reality. This requirements is supported by the *Public Policy Report of the National Association of Manufacturers* (NAM, 1969) which says: "The Association advocates that a qualified person of appropriate rank be designated . . . to coordinate and encourage business-industry-education cooperation. . . ." It is evident that business and industry perceive the use of a coordinator as the most appropriate means of forging a permanent, identifiable communication link between education and the broader community. The NAM further states:

> A communications focal point in each school system is required if industry-education cooperation is to achieve its full potential. This communications center also can be the coordinating mechanism within the school system to promote and encourage the utilization of education resources available from industry [and the broader community].
>
> The appointment of an industry-education coordinator should be of vital concern and interest to both businessmen and educators in all states for it has many mutual benefits.

In line with the above statements, the coordinator will normally be the primary person to contact community organizations and members in the design and implementation of cooperative agreements. This individual will also expedite the use of cooperative agreements with the community by school personnel.

The role of the coordinator should be made clear by the school authorities to both the community and to the school staff in order to minimize time spent by the coordinator in establishing credibility for the role that person is to play in the educational enterprise. Particularly when interacting with the community the coordinator needs to be recognized as a legitimate representative of the school. The coordinator's ability to make contacts with school staff will also be enhanced through clarification of his or her role by the school authorities.

In the vast majority of rural schools, the kinds of coordination responsibilities envisioned here will probably be assigned to an individual in addition to other duties. Because of the probability that this assignment will be an "add-on," it is necessary to choose someone who can conveniently dovetail coordination of cooperative agreements with other responsibilities. Systematic, school/district-wide coordination depends on this ability. Some professionals who might already be found in the rural school and who would probably be able to coordinate cooperative agreements successfully include the following:

- school principal,
- school guidance and counseling personnel,
- coordinator/director of cooperative vocational education,
- distributive education, office education or industrial arts teachers/coordinators,
- job or work placement coordinator,

- career education coordinator, and
- retired businessperson/paraprofessional.

The important consideration for the rural guidance program in general, and for successfully setting up a system of cooperative agreements, is coordination of school-community cooperative relationships. The coordinator's expertise, interest, time, and authority to carry out his or her responsibilities is of greater importance than the occupational status of the individual assigned to the task.

School-community cooperation is best described as a collaborative effort involving the broader community and the entire educational system. "Collaborative" means that the inputs of both entities are considered to be of equal value. Inherent in this idea is the necessity for commitment to internalized change by persons representing various disciplines within the formal educational system. It is very doubtful that broad-based, school-community collaboration can work without such commitment.

Increased school-community cooperation has strong implications for another part of the coordinator's assignment, namely, in-service education of school staff members to assist them in the identification and assessment of community resources. To some degree, it will also call for the coordinator to bring about changes in attitudes and values of the broader community as agreements are considered, negotiated, and implemented. Strategies for working with community representatives are best decided upon in terms of the individual situation. They should be directed at a cross section of leaders within the community. In summary, the coordinator needs to give thought, in the planning phase of the efforts, to the methods which might be used to convince the gatekeepers of the utility of cooperative relationships and the mutual benefits to students, their organizations, and the community as a whole.

The coordinator has three categories of responsibilities necessary to maintain a successful and ongoing program of cooperative agreements which will link the school with business, industry, and labor to enhance the career guidance of the students served by the school. These responsibilities are: making contacts—both in the school and in the community; covering hazards and liabilities to students, school, and cooperating persons and agencies; and coordination and communication of activities within the school, between schools, and in the community.

A more detailed description of the coordinator's responsibilities and qualifications is included in Appendix B.

Staff

In rural communities the coordinator will probably be the only person officially assigned to cooperative agreements. In fact, a single coordinator may organize activities and programs in several schools or districts. However, all members of the school faculty and support staff should be encouraged to assist with cooperative projects on a voluntary basis.

Where possible, a support staff of an assistant coordinator, paraprofessional, and necessary clerical staff are useful to ensure a well coordinated effort.

Counterparts in Business, Industry, and Labor

Since the school coordinator may need to have ongoing contacts with certain businesses, industries, labor organizations, and other community groups in ongoing cooperative activities, these organizations may want to assign individuals to act as liaisons or in-house coordinators of the cooperative relationships.

The main criteria for selecting community counterparts as well as school staff members are:

1. their desire to participate;
2. how closely the cooperative activities relate to their regular work assignment; and
3. their special skills and knowledge, schedules, professional commitments, and contacts with the schools and community.

Planning Committee

The coordinator should consider forming one or more planning committees to help rally support and to guide the planning and implementation of cooperative agreements. The committee can include persons from the school and from business, industry, labor, and other community sectors. The reader is referred to *Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development,* part of the Rural America Series, for details on utilizing a committee.

Initiating Contacts and Rallying Support

The coordinator will have as a major assignment the responsibility of making contacts among school staff and among community members to determine the needs and opportunities for implementing cooperative agreements and to rally support for these activities.

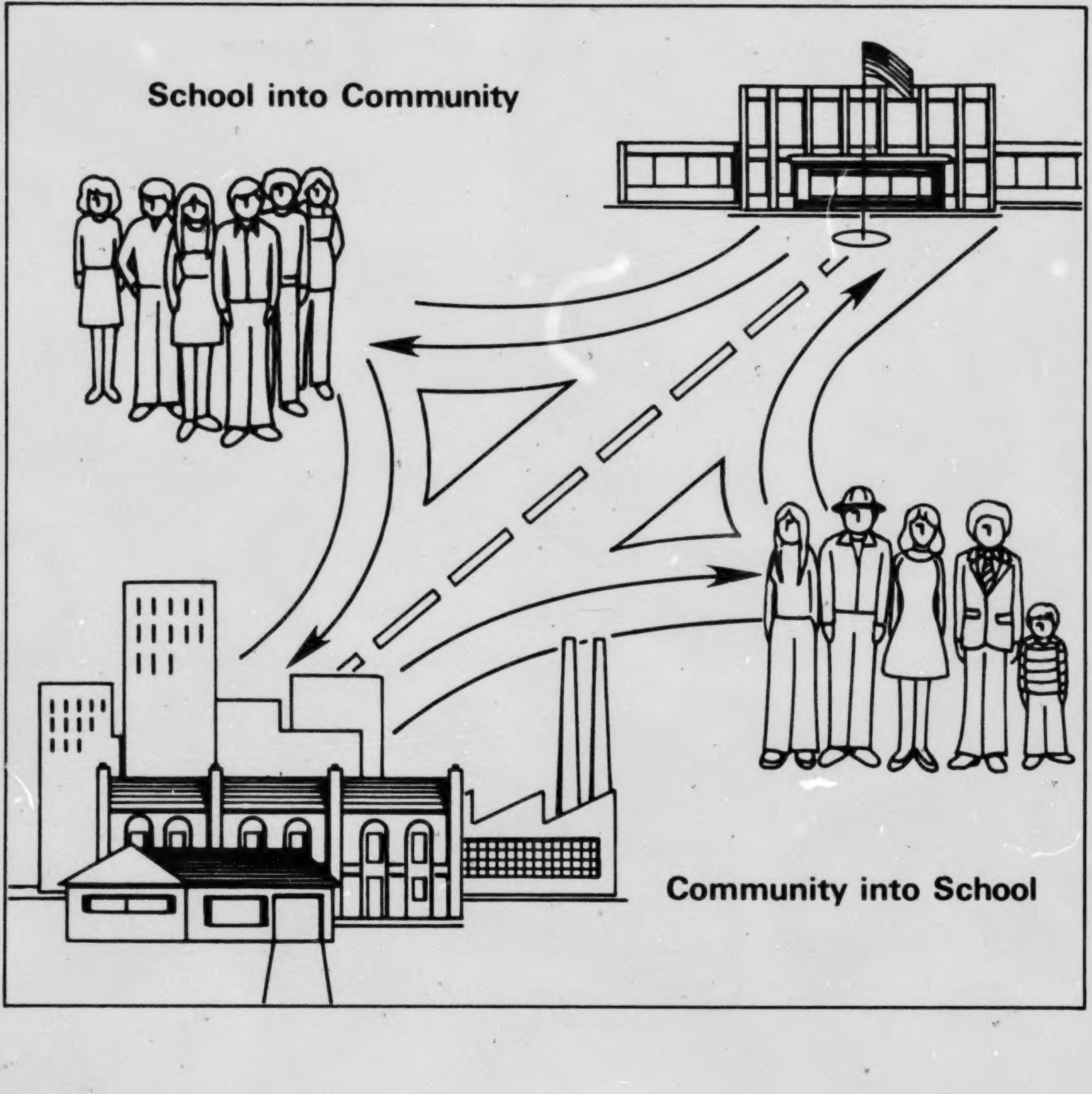
Before program planning begins, it is important to generate interest among persons who support school-community cooperative activities as an important part of student learning. These people can form a nucleus of interested persons who will assist in all phases of the planning and implementation process. If the coordinator chooses to use a school-community planning committee, many of these enthusiastic individuals may be willing to serve on the committee.

The types of school-community cooperative agreements that may be devised can be as varied as the numbers of existing school and community members. The limit is determined only by the imagination of the participants, their knowledge of resources, their willingness to participate, and their initiative and flexibility. Its result, cooperative agreements between education, business, industry, labor, and community groups, can be seen as a two-way street (Figure 3). It would be impossible to detail all of the agreements that might be implemented between these groups, but many of those available in most rural communities are identified in the following list:

1. Exploratory and "hands-on" learning opportunities for students.
2. Work experience for teachers, counselors and other school personnel in businesses and industries.

38

Figure 3. Cooperative Agreements: A Two-Way Street


School into Community
Community into School

3. Visits to business offices and industrial plants by teachers and staff.

4. Field trips to businesses, industries, labor offices, and other community settings by students.

5. Development of curricula relevant to the world of work.

6. Provision of career speakers and demonstrations for school groups or classes.

7. Career guidance and counseling of appropriate students and groups.

8. One-to-one tutorial assistance.

9. Seminars on various topics for teachers and staff or for community members.

10. Provision of equipment and raw materials to schools for use in instruction.

11. Furnishing instructional aids (e.g., books, equipment, sample kits of raw materials, finished products, exhibits, training aids, etc.) for use in classroom and shop instruction.

12. Furnishing schools with directories of business and industry resource persons.

13. Career days, usually in the school.

14. Financial support for student recognition programs (scholarships, camperships, and other awards).

15. Public relations support for the schools and their programs.

16. Interviewing, testing, and placement assistance.

17. Furnishing school teachers and counselors with information on educational requirements for various jobs and manpower needs.

18. Special services to special populations (e.g., women, minorities, disadvantaged).

19. Feedback on performance of graduates and information on continuing education needs.

20. Participation by community members on advisory and consultation committees for:

    - in-service education for staff;
    - student evaluation;
    - facilities, curriculum, and program planning;
    - equipment purchase;
    - guidance program planning and implementation;
    - employment information; and
    - extra or co-curricular activities.

While the foregoing list probably indicates the majority of types of cooperative agreements which might be concluded for guidance purposes, it is by no means exhaustive. The coordinator should constantly be aware of additional opportunities for school-community cooperation and recognize that schools and students are able to provide many services *to* the community as well as benefit by services *from* the community.

Figure 4, "Methods of Making Contacts for Cooperative Agreements," suggests several methods that can be used to contact potential participants.

As the figure suggests, the goals of these contacts are:

- to obtain the broadest possible input regarding needed kinds of cooperative agreements from all parties;
- to establish credibility and rapport for cooperative agreements among school staff, students, and community members;
- to establish the numerous possible opportunities in the community for implementing cooperative agreements; and
- to outline a logical process in developing workable cooperative agreements to improve the career guidance of students.

In making community contacts, the coordinator should be well-organized, have a logical presentation, and be prepared to spell out the types of agreements advocated. Some helpful hints to coordinators in making community contacts are:

1. Always have a specific appointment to speak to a specific person.
2. If the contact is with an organization, always attempt to speak first with the top person. Later on the coordinator may need to meet and negotiate agreements with others in the organization.
3. Attempt to get this down in writing.
4. Always have at least a *mental* agenda of the topics to be covered when meeting with representatives of organizations. Some agenda topics might be:
    - purpose and philosophy of cooperative agreements;
    - whether attempting to negotiate formal or informal agreements;
    - what kinds of students are to be served (i.e., age, grade, course, special populations);
    - where cooperative activities are to take place;
    - benefits expected for school, students, community representatives;
    - responsibility of all parties (i.e., coordinator, school, school staff, students, community member, or organization); and
    - further action to be taken.

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Figure 4. Methods of Making Contacts for Cooperative Agreements

A

School Staff & Students

1. Students and staff administer questionnaire surveys to community members to discover community interest/ability to participate in cooperative agreements/relationships
2. Use personal contacts with staff members as leads for making contacts with community representatives
3. Use feedback from student surveys, follow-up studies and guidance program evaluation as bases for identifying needed community contacts
4. Staff members make contacts as a part of in-service education programs and teaching duties
5. Staff and students contact appropriate community organizations on the basis of curriculum needs
6. Students and staff respond to requests from individuals and groups for services by school, staff, students

B

Community Organizations*

1. Information brochures and newspaper articles on benefits of cooperative agreements with return coupon for those interested in participation
2. Presentations at service clubs, etc., outlining possible scope of agreements/relationships
3. Personal contacts with agency leaders to initiate agreements and gain access to organization members
4. Contacts with personnel directors and others to discuss mutually acceptable agreements
5. Personal contacts with individuals who will work with students

Bring interacting persons together
to review, modify, and accept cooperative
relationship prior to implementation

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*business, industry, labor, service clubs, churches, government agencies, and private citizens

5. Have some descriptive materials available to show or leave with the community representative (e.g., brochures, planning documents, copies of possible agreements). After the program is in operation for some time a loose-leaf notebook presentation, complete with the suggested materials, photographs, news clippings, and the like can be developed to enable the coordinator to demonstrate the kinds of activities already underway. This is also an effective accountability strategy.

6. Attempt to gain closure at the end of the meeting (i.e., further steps needed or commitment to proceed and under what conditions).

This chapter has presented some of the major considerations to keep in mind in choosing leaders and rallying support for school-community cooperative agreements. The following chapter, Planning and Implementing a Cooperative Agreement, outlines in more detail the steps to be taken in actually establishing a cooperative relationship.

Chapter IV

PLANNING AND IMPLEMENTING COOPERATIVE AGREEMENTS

As with any other program effort, the outcomes of any attempt to set up a series of cooperative agreements designed for the mutual benefit of the school and community, as shown in Figure 5, will probably be no better than the advance planning that goes into the effort. The purpose of this section is to assist the interested persons in the techniques of planning and implementing community based cooperative agreements. This phase of the work can best be thought of as a cycle which keeps itself renewed by change based upon evaluation of the outcomes of ongoing community cooperative relationships.

This cycle (see Figure 5, taken from the *Rural America Series, Planning and Implementation Handbook)* consists of six interrelated activities covering problem identification and problem resolution revolving around the student's interaction with business, industry, and labor in an educational and guidance context within the rural community. By following the stages of this cycle, the coordinator can develop either a single activity or an entire program to serve the guidance needs of rural youth.

The cycle will be discussed step by step to provide clarifications, suggestions, and cautions where applicable.

Step 1 – Assessing Needs

The method to be used in determining student or program needs is a simple but effective one:

The desired situation (what is desired)
minus The current situation (what is)
contrasted with What is needed

The need for any specific agreement should be determined on three bases:

1. the results of a formal or informal district needs assessment,*
2. whether or not students presently in the school will benefit from the specific agreement being considered, and

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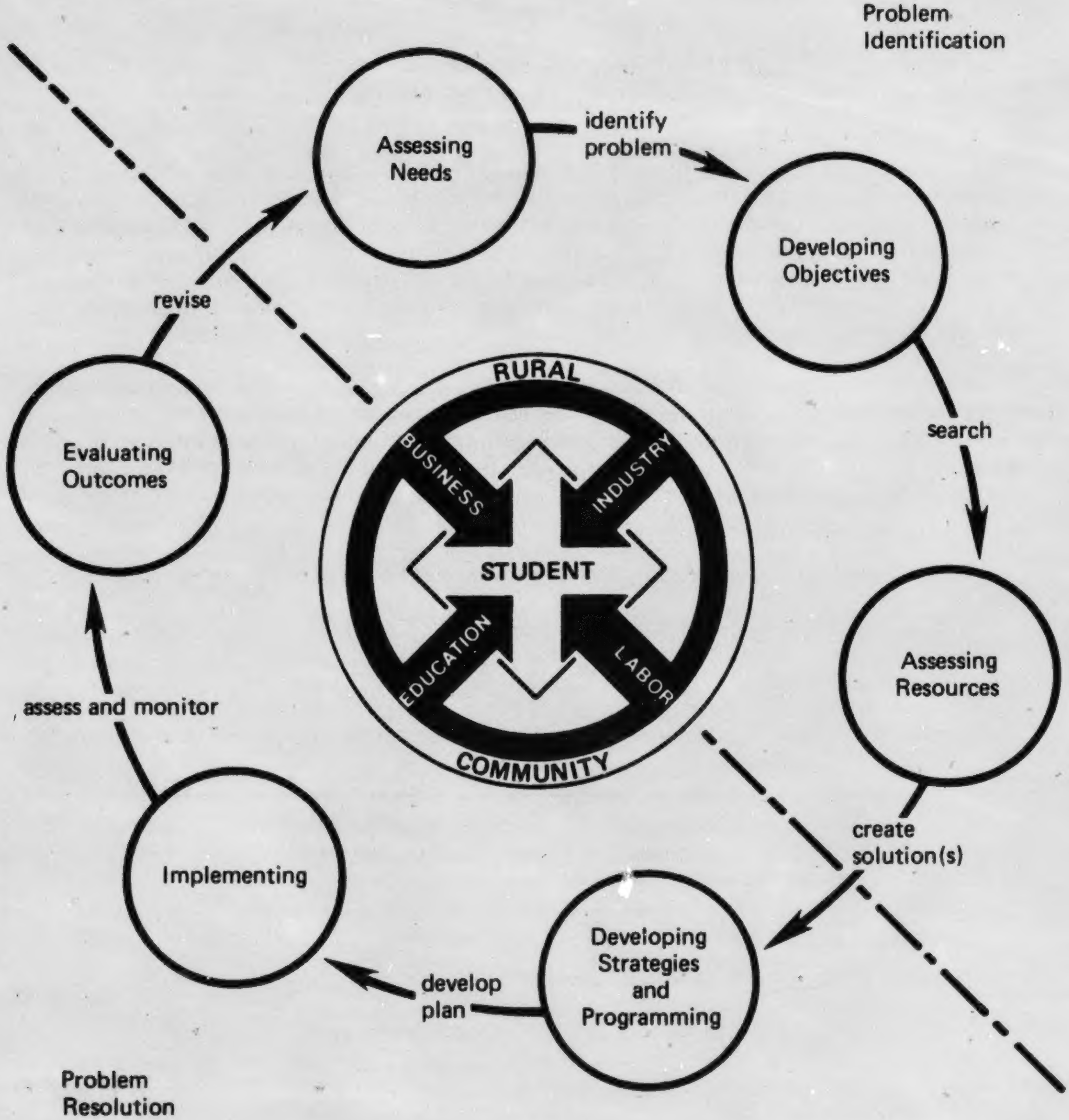
*For detailed guidelines on conducting a needs assessment, see *Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting,* The Rural America Series.

Figure 5. Cooperative Agreements Planning-Implementation Cycle


Problem Identification
Assessing Needs
identify problem
Developing Objectives
search
Assessing Resources
create solution(s)
Developing Strategies and Programming
develop plan
Implementing
assess and monitor
Evaluating Outcomes
revise
RURAL
BUSINESS
INDUSTRY
STUDENT
EDUCATION
LABOR
COMMUNITY
Problem Resolution

3. the need to maintain commitment to the program of cooperative agreements by the broader community.

These considerations will allow the coordinator to identify the circumstances under which the cooperative agreement will operate. With needs and circumstances identified, the coordinator can set general goals for the agreement and concentrate on problems to be solved. Objectives designed to solve these problems and to produce the desired outcomes can then be written.

Step 2 – Developing Objectives

Once the needs assessment has been completed and general goals established, it is time to be more specific; to more clearly and precisely spell out each goal. These more specific statements are called objectives and are the basis for all further planning activities.

Before starting to negotiate cooperative agreements with business, industry, and labor organizations, it is imperative to have a set of objectives clearly set forth. This should be done even if one is only anticipating an informal, verbal agreement. This form of preparedness will forearm the coordinator with clear answers to the hard question of, "Why should I/we participate in the cooperative relationship?" Honest answers to that question should come directly out of the hoped-for accomplishments or objectives of the cooperative agreement. While the above have been mentioned in connection with organizations, there is no less reason to be equally well prepared when dealing with private individuals. That is, most people recognize that corporate representatives are busy people who must have a rationale for their actions in order to convince superiors of the worth of a given undertaking. It is equally indefensible to go to a retired person, a homemaker, or an individual store owner and make demands on that person's time without the same preparedness. In addition, a written set of objectives will help the coordinator know in advance what is needed from the relationship and specifically what the community representative is expected to do.

The content of the objectives will differ with the purpose of the agreement. A cooperative agreement providing work experience to high school juniors must have vastly different objectives from an agreement providing in-service education to staff members. However, there are a few basic rules of thumb for developing any objectives.

1. The objectives should be written in behavioral terms so that outcomes can be measured against expectations. This can also serve as a basis for updating and improving agreements as well as for evaluation purposes.

2. The objectives should be specific to the agreement under consideration and not just a blanket form for all agreements of a certain type, i.e., they should cover specific activities to be undertaken between the school and the cooperating person.

3. The objectives should, in a sense, predict outcomes. If an agreement's objectives indicate that the student will learn five safety precautions used in the mining industry through a classroom presentation by a mine manager, then the mine manager should be encouraged to cover the topic in sufficient depth to meet the parameters of the objectives.

4. Specific language of the objectives and target behaviors probably will vary with the grade level for which the agreement is written, the organization with which it is negotiated, the curriculum area it is designed to serve, or the service to be provided.

Step 3 — Assessing Resources

Before objectives can be implemented, consideration must be given to the resources necessary for implementation. This phase of planning is useful in identifying the resources within the school and community that would be of value to the cooperative agreements.

Resources needed to support school-community cooperative activities include human, material, organizational, and facilitative resources.

Human resources include a wide variety of people. Staff members in the school have a vast knowledge on which to draw. Besides the area they are presently working in, they may have training in other areas that they would be willing to share. Also, they could contribute information on their avocational interests. Parents and other community members can provide information and out of classroom experiences for students. In addition, students can provide each other with valuable information. The following list of community, state, and national contacts includes a variety of persons and organizations with expertise to share in a cooperative agreement.

Civic Groups

Kiwanis, Lions, lodges, fraternal organizations, service clubs

Professional Groups

American Medical Association
American Vocational Association
Retailers' Associations

Special Interest Groups

Chamber of Commerce
American Civil Liberties Union
Alumni Groups
Common Cause
League of Women Voters
Alcoholics Anonymous
Red Cross
Planned Parenthood
Society for the Prevention of Cruelty to Animals
Disabled American Veterans
Art Clubs
Flower and Garden Clubs
Historical Societies
Gem and Mineral Clubs
Grange

State Agencies

Agricultural Extension Service
Bureau of Employment Services

State Agencies (Cont.)

Community Education Training Act (CETA)
Department of Education

Federal Agencies

Environmental Protection Agency
Defense Department
Social Security Administration

Local Government Agencies

City Council
Courts
Mayor's Office
Fire Department
Community Health

Youth Groups

4-H
Church-related

School Groups

Board of Education
Administration
Teachers
Counselors
Librarians
Aides
Parents
Students
Vocational Youth Groups
Postsecondary schools (public & private)
Parent-Teacher Association (PTA)

The coordinator should be aware of new agencies and organizations which may be established in the community. Frequently, these organizations will have a desire to participate in a cooperative relationship with the school. It would be wise for the coordinator to capitalize on this opportunity by soliciting the potential contributions of these new organizations. A word of caution here is that such capitalization is desirable as long as the resulting relationship is consistent with the educational objectives of the cooperative activities.

Material resources convey their information through the printed word, audiovisual means, and manipulative objects. Printed materials include curriculum guides, textbooks, and periodicals. Audiovisual materials include films, filmstrips, cassettes, videotapes, slides, records, transparencies, and other pictures. Manipulative materials can be kits, puzzles, puppets, tools, and games.

Finances, equipment, supplies, and space have been organized into a category identified as *facilitative* resources. These are resources which may be necessary in program development. Funds for school-community cooperative activities are available through federal, state, and local tax revenues. For example, three federal laws, the Vocational Education Amendments (VEA) of 1976 (Public Law 94-482), the Comprehensive Employment and Training Act (CETA) of 1973 (Public Law 93-203), and the Youth Employment and Demonstration Projects Act of 1977 (Public Law 95-93) authorize and provide funds for several types of school-community cooperative activities.

The activities must be included in official annual plans and budgets submitted to the federal government in order to receive funds, or they can be financed through grants advertised and awarded by the federal government at various times during the year.

For information on VEA, contact the local or state director of vocational education (see Appendix E). For information on CETA, contact the local mayor's office. A *Legislative Handbook* describing the steps and strategies necessary to obtain federal funding for guidance projects is available through the American Vocational Association or the American Personnel and Guidance Association (see Appendix D).

State and local funds are also available for school-community cooperative agreements. Check with state legislators, mayors' offices, city and town councils, and local school administrators.

Even though education is financed through federal, state and local taxes, other sources for financial assistance on the local level might be found in individual donors, business and industrial support, or service agencies or groups. Space might include schools, churches, grange halls, lodge halls, and area parks.

Organizational resources would probably be more correctly termed "organizational sources of resources." Church groups; service and civic organizations and groups; professional and business organizations; and the various agencies of local, state, and national governments can provide various types of assistance.

It is beneficial to develop a central resource file which can be used to locate identified resources. (See Appendix C for Samples of Resource Survey Sheet and Resource Catalog Sheet.) Initial resource identification can occur at the same time as the needs assessment.

It should be noted that this discussion of resources in no way presumes to be comprehensive or exhaustive. The attempt in this section is to provide some idea of the wide array of resources available at local, county, state, and national levels. For more detail about locating and using resources, the reader is referred to *Resource Assessment: A Procedural Guide for the Identification*

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and Use of Community Resources in Career Guidance Programs, 1977, part of the Rural America Series.

Step 4 – Developing Strategies and Programming

This phase of planning involves selecting an alternative for implementation, designing a method to gain its acceptance, and outlining procedures for its implementation. Figure 6 provides a checklist to help with planning a cooperative activity or program.

Specifically, generating alternatives involves suggesting possible strategies aimed at achieving objectives. Alternatives provide the map for reaching a chosen destination by various paths. The problem is to choose the "best" one.

The criteria used during the analysis of alternatives should reflect local constraints. In examining the alternatives the following questions may be asked:

- Have they been successful in the past?
- Can they be conducted individually or in groups?
- Do they take advantage of expertise of local staff?
- Can they be implemented with minimal cost?
- Can they be easily and readily implemented?
- Can they be introduced with minimum disruption in the school's program?

The selection of a particular alternative is only half the challenge. It is still necessary to win broad acceptance for new approaches introduced for cooperative agreements in the community.

Following selection of the "best" alternative for implementation and consideration of a strategy to win its acceptance, it is necessary to identify those elements which will influence its success. Tasks that must be accomplished before the alternative is implemented should be identified and the order in which these tasks must be completed should be determined. In addition, the use of time and resources (e.g., staff and budget) for task accomplishment must be estimated. These aspects of providing structure for task accomplishment are called programming.

Financial Provisions

It is necessary to make financial provisions for such items as purchase/rental of equipment and/or facilities, pay to students and/or consultants, reimbursement of participants for out-of-pocket expenses, or special additional insurance to protect participants. Arrangements should be made to handle finances through the normal business channels of the school or school district. By using this mechanism, financial accountability is assured for the coordinator.

Where financial provisions must be made to implement a cooperative agreement, it is strongly recommended that a formal written agreement be negotiated. Financial provisions can then be written in detail so no subsequent misunderstandings can occur.

Figure 6. Coordinator's Checklist for Community Cooperative Agreement Program Planning

1. Collect and organize materials related to career guidance designed to increase understanding of the program.
2. Identify methods for obtaining support for program development and implementation.
    - Publicity contests
    - Town meeting
3. Identify and implement a method of assessing student and/or adult career development needs.
    - Person responsible
    - Time allowed for completion
    - Estimated cost
4. Develop career guidance program behavioral objectives.
    - Person responsible
    - Time allowed for completion
    - Estimated cost
5. Identify available materials for implementing a comprehensive career guidance and counseling program.
    - Person responsible
    - Time allowed for completion
    - Estimated cost
6. Identify possible barriers to program planning and delivery and consider methods of overcoming resistance.
    - Informative strategies
    - Persuasive strategies
    - Coercive strategies
7. Outline management techniques to be used in implementing career guidance objectives.
    - Planning forms and checklists
    - Budget controls
8. Assign responsibility for coordinating various program development procedures.
    - Assessing needs
    - Developing objectives
    - Assessing resources
    - Evaluating outcomes
9. Identify consultants required for assisting in program development and the length of time for which their assistance would be required.
10. Prepare budget for total program development and implementation.
11. Develop and implement evaluation procedures.
    - Person(s) responsible
    - Time allowed for completion
    - Estimated cost
12. Prepare year-end report summarizing accomplishments and developing recommendations for future program development.

Making Agreements Official

Informal agreements are usually not a permanent element in the school's relationship with external organizations. In most instances, the only written record of their purpose and existence will be a letter in someone's files. This section will deal with making informal agreements official by suggesting the following cautions:

1. They should follow the suggested planning and implementation cycle through at least one complete cycle.
2. Where hazards exist, all participants should be adequately covered by insurance.
3. Proper authorization from parents and sponsoring/participating organizations should be obtained before implementing informal agreements.
4. Some record of informal agreements and their outcomes should be kept by the coordinator.
5. Informal agreements should be evaluated carefully. This may lead to a formal ongoing agreement, or there may be good reasons for discontinuation.

This brief treatment in no way implies that informal agreements are unimportant or need not be properly planned. Although they usually operate over a short period of time, these agreements need careful planning to insure that their initial implementation produces good results. By contrast, a formal agreement may be modified and improved over time. Another reason for careful planning of informal agreements is that an effective informal relationship with community agencies or individuals can become the basis of an ongoing, formal agreement. Thus, the base for improved school-community cooperation will be expanded as an integral part of the cooperative agreements effort.

Making formal agreements official requires record keeping. This inevitably means a recorded document of some sort against which participants may be held accountable. Because of accountability the document ought to specify the following factors:

1. Participants' names and addresses: school, school personnel, community organization representative, students by group and/or name.
2. Objectives: student, program.
3. Activities.
4. Site(s), locations.
5. Special provisions (as appropriate): contractual arrangements involving students, personnel exchanges, facilities or equipment, other financial provisions, insurance, transportation, student/staff scheduling, etc.
6. Dates: beginning, completion.
7. Authorized signatures and date of agreement: school representative, community representative, student, parent.

8. Provisions for evaluation.

9. Supporting information if appropriate: student evaluation and/or commitment, permission/authorization forms, Social Security, financial or budgetary information.

In summary, making agreements official should become a matter of record. A means of evaluation and improvement should be built in when the agreement is made.

Cautions

Prior to attempting to negotiate cooperative agreements the coordinator should be aware of possible *hazards and liabilities* involved in the implementation of some cooperative agreements. The coordinator should also take steps early in negotiating the agreements to neutralize these hazards and liabilities.

Common personal hazards are primarily those concerning the safety of students. A little forethought and planning when arranging for students to participate in guidance activities off the premises of the school will prevent most accidents. However, even the most careful planner of cooperative agreements is still in a position where a possible accident to students could result in a lawsuit involving the coordinator, other participating staff members, and the school administration. Problems may also arise in conjunction with employee contracts and statutes such as the Occupational Safety and Health Administration (OHSA) Law.

In order to gain the commitment of a number of community organizations to a broad ranging set of formal cooperative agreements, the coordinator must be prepared for all potential hazards to students and the liabilities to himself/herself, the school, the employer, and to individuals in the community when such agreements are implemented.

In addition to personal hazards and liabilities, the coordinator should be aware of what might be called *program hazards.* Such hazards can stem from inattention to preliminary and follow-up procedures. Preliminary procedures include:

1. proper notification of the cooperating person and/or agency as to where, what time and date, what services will be rendered, and how many persons both from the school and from the community will be involved in the cooperative relationship;

2. description of the circumstances, individuals and/or group(s) involved;

3. length of time the activity will take;

4. length of time the cooperative agreement will be in effect;

5. anticipated responsibilities of the parties;

6. anticipated outcomes of the cooperative relationship; and

7. any special arrangements needed or agreed upon.

Without attention to these preliminary procedures and others, depending on the circumstances, the cooperative relationship will undoubtedly be less successful than expected. Sample forms for implementing cooperative agreements and preventing problems will be found in the chapters detailing cooperative agreements.

Follow-up procedures include:

1. letters of thanks from the coordinator and the school group participating and/or its representative (perhaps the teacher or a selected representative of the group);
2. feedback of some kind on the success of the cooperative agreement/relationship;
3. possible suggestions for future arrangements;
4. recognition of the contribution(s) made to the guidance program of the rural school by the cooperating individual or organization (perhaps an award certificate or special luncheon/dinner meeting given by the school to recognize appropriate persons); and
5. evaluation of the effectiveness of the cooperative agreement/relationship.

Several form letters and other tools to communicate follow-up information will be found in the chapters describing cooperative agreements. These may be used as they appear or they may be altered to fit a given situation. These points are mentioned here simply to make note that one hazard to program credibility consists of insufficient attention to such procedures.

Figure 7 is a handy checklist which outlines these common personal hazards and suggests means of neutralizing them. Three primary strategies underlie tactics for neutrailization. These are:

- seeking legal advice as a *preliminary* step to implementation,
- providing school staff and community members with knowledge of special conditions and an understanding of the purpose of the cooperative agreement, and
- securing an adequate insurance program for *all participants.*

Figure 7 may be duplicated and used as a checklist for each agreement considered. Since no list of hazards and liabilities could be comprehensive for all situations, the category "Additional" and space for appropriate action is provided.

This checklist will serve as a reminder to the coordinator that serious attempts must be made to neutralize all possible hazards. If properly used (i.e., boxes checked, signed and dated by both the coordinator and the cooperating person in the community, *only upon completion of the action indicated)*, this form could be used as documentation of attention to the safety and rights of participants in case of legal action or other need. Persons in the community will be greatly reassured to know that proper safety provisions have been made to protect them in their participation in school-community cooperation, and they will probably be much more willing to participate in cooperative agreements.

Step 5 — Implementing

After the objectives of the cooperative agreement are carefully specified, resources are identified, and strategies are planned, it is time to put the plan into action. Participants must be selected and coordination of activities must begin.

Figure 7. Checklist for Recognizing and Neutralizing Hazards and Liabilities

For: ______________________________
Title of Agreement

Hazard/Liability	Means of Neutralizing
Injury on site to individual students	☐ Require individual school insurance for student participants
	☐ Provide group liability insurance for school staff both on and off school premises
	☐ Provide protective equipment, e.g., safety glasses, hard hat
	☐ Be certain that community agency has proper insurance for visitors
Injury in travel to individual/groups	☐ Require use of official school vehicles
	☐ Try to prevent use of parent car pools for transportation and require proof of proper insurance held by parents
	☐ Require parental permission for travel and site visitation and/or work experience
Violation of employee/union contracts	☐ Be certain that unions, etc., are aware of nature of cooperation and that contracts are not violated
	☐ Initiate personal contact with shop steward or other representative
Occupational Safety & Health Administration (OSHA) Law	☐ Provide or arrange for appropriate safety precautions/equipment
	☐ Understand applicable provisions of OSHA Law
Health hazards in some occupations	☐ Use speakers, movies and other presentations rather than direct experience
	☐ Use safety precautions provided for workers in field
	☐ Avoid direct contact
General	☐ Obtain legal view of agreements to be sure students, staff, community agencies and individuals are protected from hazards and/or liability
Additional (Specify)	☐ Action Taken:

Coordinator's Signature	Community Representative's Signature
Name of Coordinator (Typed or printed)	Name of Community Representative (Typed or printed)
(Date)	(Date)

Selecting Participants

Integral to the success of the program is appropriate means of participant selection among students, staff and community representatives. The participants should see their role as of importance to themselves, to the activity, and to the other groups participating.

Students

The coordinator should feel reasonably well assured that the experience of participating will contribute positively to the career guidance of the student. While this provides wide latitude in student selection, no other criterion seems fair to apply. In addition to that criterion, the participative experience should:

1. be relevant to students' programs of education,
2. provide experience not easily gained by some other method,
3. give students an exposure to a new field or fields of work,
4. have staff and parental approval, and
5. contribute to students' improved understanding or acquisition of skills needed, attitudes toward school or work, and understanding and acceptance of responsibility.

Criteria for selection of community representatives are primarily the value of the individual's or organization's contribution to the educational program and the ease with which they can make that contribution.

Coordination

One of the truly vital concerns of the coordinator of cooperative agreements concerns coordination of the program in three respects: (1) within the school, (2) between schools, and (3) between schools and the community. Effective proactive coordination can greatly enhance the image both of the school and of the cooperative agreements program.

The following example of a poorly coordinated situation underscores the need for effective proactive coordination: One community representative was invited to interact with the school, did so, and then shortly thereafter received the same request from another person in the school. Such a situation can only lead to frustration on the part of the community representative, perhaps a less enthusiastic performance, and a less valuable experience for students. It also makes the school appear as though "its right hand doesn't know what its left hand is doing." With one person coordinating such efforts, this situation and its negative effects would be prevented.

To ensure coordination within the school, the coordinator should:

1. Maintain an annotated list, as specifically as possible, of the opportunities for school-community cooperation which exist in the broader community. This list should be updated systematically and frequently (probably at least annually).

2. Circulate, distribute or otherwise make known to the school staff the contents of the list so the staff will be informed of opportunities for cooperation. Sharing the information gathered will greatly reduce the amount of work needed to enable the coordinator to satisfy staff requests.

3. Publicize scheduled cooperative activities to staff and students in order to broaden the opportunities for many students to benefit.

4. Know and keep staff informed of the possibilities, requirements, and problems involved in specific cooperative arrangements.

5. Provide for staff inputs to coordination and planning, thus enhancing the acceptance by the staff of cooperative agreements.

In coordination between schools or districts, the coordinator should, in addition to the five foregoing points:

1. Be aware of the needs for school-community cooperation by the several staffs involved.

2. Be aware of the school schedules as well as the order of the curriculum, both of which may vary among the several staffs, thus providing an additional consideration in inter-school coordination.

3. Attempt to involve the several staffs in inter-school planning for the use of cooperative agreements and in helping to coordinate them.

4. Make each staff and the students of each school aware of the plans and opportunities for school-community cooperation to enable as many students as possible to benefit from these experiences.

Having made community contacts in the manner previously outlined (see Chapter III), and having agreed upon the services to be provided, the immediate job is coordinating these services.

1. Try to maximize the impact of each instance of cooperation without overloading the cooperative community representative.

2. Schedule the cooperative activity when as many students as possible can benefit, but do not overload or overwhelm the community representative.

3. By being in charge of all cooperative agreements, the coordinator has an excellent opportunity to act as a filter to make sure that the same person/organization is not imposed upon by too frequent requests to appear during the school year to make the same or similar presentations or to provide other services. These uncoordinated efforts appear to be a major stumbling block to better cooperation between schools and business, industry, and labor.

4. Determine what the community representative considers a realistic group size for the activity planned and stay within these limits.

5. Be sure that the cooperating person/agency has written notification of the Who, What, When, Where, and How of the cooperative activity. A personal letter covering all of

these points in sufficient detail is highly recommended. A map, school floor plan, and any necessary specific directions can be produced in quantity and sent out with the personal letter.

6. If possible, the coordinator should be present for all first attempts at cooperation with a specific person or organization. This will be particularly true when people from the community visit the school.

7. Assure community participants that the school and coordinator have prepared for potential hazards.

8. To insure courteous treatment of visitors, school officials, staff, monitors, and students should be apprised of planned visits to the school by community representatives.

9. Ascertain that all parties to the agreement know their responsibilities relative to the activity and are prepared to carry them out. As a general rule, if problems arise in this area, it is better to postpone or cancel the activity with appropriate apologies to all concerned than to expose students or community representatives to a badly mishandled cooperative activity. In this case, "the show must go on" is *not* an appropriate concept.

10. Try to gain as broad a mix of community representatives in the cooperative agreements program as possible, consistent with the program objectives.

11. Keep in mind that most of the people desired for such cooperative agreements are busy people. Schedule activities to conform as much as possible to the community representative's schedule, e.g., college nights, advisory and consulting group meetings in the evening; field trips and work experience programs during the day.

12. Finally, follow up *all* contacts and activities to be sure that as many problems as possible are solved.

Appropriate Follow-up Procedures

Situation	*Follow-up with Community Representatives*
(1) Contact made	Personal letter thanking for meeting and outline of further activities leading to arrangements (formal or informal) if appropriate
(2) Contact and arrangements made	Personal letter confirming arrangements, times, dates, etc. Copy of formal agreement (if applicable) signed by and filed with all parties
(3) Cancellation or postponement of arrangements	Personal letter of apology for inconvenience, explanation of need to cancel or postpone Statement of proposed or renegotiated new arrangements, if appropriate Notification of other plans or actions taken

Situation	*Follow-up with Community Representatives*
(4) Activity concluded	Personal letters of thanks from coordinator and if possible student or class representative
	Statement of value of activity to student(s)
	Results of evaluation of activity, if appropriate
(5) Program follow-up and/or program evaluation	Personal letter explaining nature of follow-up/evaluation
	Questionnaire relative to evaluation, or
	Arrangements for personal interview, or others, or
	Invitation to participate in follow-up activity, e.g., dinner, meeting, further planning
(6) Program expansion	Personal letter explaining nature of proposed program expansion and need for such expansion
	Brochure(s) on program if available
	Testimonials to program effectiveness
	Request for meeting to arrange agreement(s)/relationships
	Personal telephone contact for arranging meeting, confirming meeting arrangements, appropriate thanks, and other points

The preceding points show the need for appropriate planning, not only before and during the cooperative activity but also in follow-up procedures after the activity has taken place. The coordinator ought to have in mind exactly what follow-up action is appropriate in any given situation. Follow-up procedures devised in the initial planning of cooperative agreements can make a great contribution to their long-term success by:

1. making evaluation of the program easier and more efficient because complete records will be available;
2. communicating to community representatives the value of their contributions, thus building good public relations for the cooperative agreements program;
3. making future planning easier by recording the facts surrounding the cooperative activities; and
4. saving the time and energy of the coordinator by having preplanned the follow-up activities to be used.

Public Relations

Since the concept behind cooperative agreements and/or relationships is community involvement and participation, it is important that cordial relationships with the community are maintained. Communication is important. For this program to have wide support, its progress, problems, and successes must be communicated to participants and potential participants. Some ways of doing this are:

1. Bulletin board displays in the school.

2. Community recognition activities using the school as a base, e.g., awards luncheons and dinners for participants, articles in school newspapers and newsletters, letters and certificates of appreciation.

3. Recognition of the community's contribution through coverage in the media, e.g., radio, television, newspapers and newsletters.

4. Handbills and posters

5. Use of community bulletin boards.

6. Personal communication with participants and potential participants to show the need for and contributions of such cooperative agreements.

7. Dissemination of data on the program which might serve to demonstrate its value to various publics:

    - percentage of students involved;
    - aggregate and/or average time spent;
    - description of benefits gained, e.g., total wages earned, total hours of work performed, list of activities engaged in, listing of groups benefited;
    - number of visits to school by community and hours spent; and
    - number of visits to community by students and hours spent.

8. Inputs and suggestions from all publics (e.g., community representatives, staff, students and parents) should be sought in order to improve the cooperative agreements program. Suggested strategies are:

    - questionnaires,
    - interviews,
    - suggestion boxes, and
    - informal personal contacts (sincere listening in an informal setting may be more fruitful than all of the rather formal mechanisms listed above).

9. Participation in planning the program by all groups is another major factor in gaining support and in maintaining good relationships with community organizations.

The vast majority of problems with dissonant or disinterested parties will come from lack of inclusion of a person or organization in the early planning. This will be particularly true if these parties are gatekeepers as described previously. Thus, one of the most vital considerations for the coordinator is to include a wide variety of persons and organizations in the early planning to minimize hostility and develop interest (see Chapter III).

Despite the most comprehensive planning and communication, it is possible still to have dissonant or disinterested persons or groups in a given community. Some suggested means of neutralizing their opposition and gaining their support include the following:

1. Keep such persons informed of program successes.
2. Maintain opportunities for such persons to participate in future cooperative agreements and their planning.
3. Make an effort to keep supporters well-informed of successes of the program.
4. Attempt to find supporters who interact with dissonant or disinterested groups so that favorable reports have the opportunity of filtering back to opposing groups.
5. Maintain informal social/professional contacts with such persons or groups relative to other areas of mutual interest.
6. Attempt to show dissonant or disinterested groups how they will benefit from a cooperative relationship with the school.
7. Invite dissonant or disinterested persons to functions designed to show the operation of cooperative relationships.
8. Ask advice of dissonant or disinterested groups relative to program improvement.

Step 6 – Evaluating Outcomes

Evaluation of the ongoing cooperative agreements effort, designed to increase guidance effectiveness, must parallel the entire program. That is, evaluation should be an ongoing function, and it should provide two kinds of information:

1. Data on which to make judgments about the effectiveness of various activities and how they may be improved or modified, thus leading to program improvement.
2. Data on which to make judgments about the effectiveness of the entire program and whether to continue, discontinue, or modify and under what conditions.

To make such judgments, it is necessary to provide feedback from all participants: staff, students, parents, and community. These groups, if given the opportunity, can provide insights to the coordinator relative to needed change, strengths, and weaknesses of the cooperative agreements program. Figure 8 indicates a matrix of sources of evaluation information plotted against the nature

Figure 8. Sources and Kinds of Information for Evaluating Cooperative Agreements

Evaluation of: ______________________________
Name of Specific Activity

Sources of Information	Kind of Information	Use of Information from All Sources in Decision Making					Suggested Means of Evaluation by Sources
		Excellent (Keep as is)	Good (Needs attention)	O.K. (Modify)	Needs extensive modification	Terminate	
I. Students	• Personal reactions to activity relative to present career goals • Suggestions for Improvement						• Questionnaires-Evaluation Form • Class Discussion • Spotcheck Interview by Coordinator—Unstructured • Student Comments—Informal
II. Staff	• Judgements of value activity relative to curricular area • Judgments relative to Guidance Function • Suggestions for Improvement						• Questionnaires-Evalution Forms • In-service Program Discussion • Structured Interview of each staff person • Personal Interaction • Records of subsequent use of cooperative agreements
III. Parents	• Personal Reaction to activity relative to Needs of Child • Suggestions for Improvement						• Informal follow-up • Personal interaction • Spot check phone interviews • PTA discussion
IV. Community Representatives and Organizations	• Personal Reaction to activity • Organization Reaction • Judgement of Value of activity to: —Organization/and its Participant(s) —Students —School • Suggestions for Improvement						• Questionnaires-Evaluation Form • Structured Interview of each participant • Personal Interaction • Records of subsequent participation in program • Evidence of shifts in Emphasis/ Participation
V. Coordinator	• Administer, Analyze, and Interpret evaluation to: —Participants —Administration —Board of education —General public	Make recommendations relative to program maintenance, change, cancellation on the basis of the above inputs					• Record Information suggested above and use as many strategies suggested as feasible • Record reactions, comments & suggestions from Sources I, II, III, IV to make recommendations concerning retention, change or cancellation of program and/or activities • Use results to analyze, interpret & make recommendations relative to programs and/or activities • Use of multiple means of evaluation is highly recommended

of the information which can be elicited. How this information is to be used and means of collecting needed or desirable data from the four populations affected by the cooperative agreements effort are also suggested by the form.

There are many benefits of objective, conscientious evaluation. One benefit is that students, staff, parents, and community participants will provide the coordinator with a means of:

1. finding and remedying weaknesses in present efforts,
2. identifying additional needs of students and the program in general,
3. modifying and improving the program based on the needs of the people served,
4. recruiting additional participants as needed,
5. assuring that all segments of the student population are served, and
6. providing for program accountability.

As suggested in the planning and implementation cycle, Figure 5, evaluation of outcomes of the cooperative relationship is an integral part of the planning and implementation process. Realistic and objective program revision and improvement are dependent upon the insights gathered by the coordinator from the evaluation data. Evaluations of outcomes will thus become an important duty of the coordinator. It will enable that person to be accountable for the success or failure of activities resulting from cooperative agreements with the community. Since the coordinator is primarily and directly affected by evaluation results, it is suggested that in the absence of third-party evaluation (i.e., evaluation by a person or group independent of the school), the coordinator can best perform evaluation in a manner most beneficial to students. The nature of the evaluation provision will depend upon the nature of the agreement (i.e., what the agreement covers). Specific provision for evaluation should be made.

Some sample statements of evaluation provisions to cover a range of types of cooperative agreements follow.

Formative (for an ongoing type of agreement during its operation):

- The coordinator/school representative will conduct telephone interviews with the (community organization) representative on at least a bi-weekly basis to determine student progress, employer satisfaction, or some other factor(s) of importance to the cooperative agreement relationship.
- The coordinator/school representative will conduct site visits on a monthly basis to monitor the progress of the cooperative relationships.

Formative or Summative:

- Students will engage in informal discussion of progress, problems and suggested revisions of the cooperative relationships following their experience(s).

Summative:

- A comprehensive checklist designed to appraise as many factors of importance to the cooperative relationship as possible will be administered to students, staff, community representatives. A sample form for evaluating cooperative agreements is provided in Figure 8.

Chapters I-IV have laid the groundwork to enable the coordinator to develop, implement and evaluate cooperative agreements/relationships with the broader community. Chapters V-IX give specific examples of existing cooperative agreements. The coordinator may adopt or adapt those which seem applicable to the local situation. Chapter V deals with cooperative agreements K-6; Chapter VI with cooperative agreements 7-9; Chapter VII with cooperative agreements 10-12. Chapter VIII contains comprehensive programs which include extensive reproducible samples. Chapter IX deals with cooperative agreements at the postsecondary levels: 13-14, Adults, and Teachers.

Chapter V

COOPERATIVE AGREEMENTS K-6

K–3

BAKER AND CHILDREN MAKE GINGERBREAD MEN

Dover Elementary School
Topeka, Kansas

Circumstances

Students can learn basic economic concepts as early as kindergarten. Almost every major idea in economics can be related to the everyday life of a child at every educational level. The enjoyable task of making gingerbread men can teach the concept of division of labor.

Objectives

The following objectives were met in the project:

1. To demonstrate the skill of a person employed in the community.
2. To work individually and then in an assembly line in mixing and molding gingerbread men.
3. To demonstrate how much a cup, teaspoon, and tablespoon would hold of liquid, flour, sugar, etc.

Linkages/Participants

Falleys Bakery, Topeka, Kansas

Process

A kindergarten teacher in a small community and a baker from a nearby city agreed to develop a project of baking gingerbread men for the eighteen children in her afternoon class. The teacher purchased the necessary ingredients and borrowed a combination broiler-oven unit that could be carried into the kindergarten room. The preceding day the children were told about the project with full explanation of how to mix ingredients, identify cup and measuring spoons, share utensils, and listen to instructions. The children were very impressed with the fact that Dave's uncle, who was the baker, would visit their class. There also were those who were impressed with the fact that the class would get to eat the finished product.

With the arrival of the baker, all other activities in the kindergarten classroom stopped. As he set up the ingredients, he explained what he was going to do and what the children would do in small groups or individually. His directions and procedures were somewhat complex and confusing for the five-year olds. Each group or individual needed assistance from the baker or the teacher. After everyone had made a gingerbread man from a mold and put raisins, nuts, and frosting on it, the baker baked them in the small oven. (A bigger oven was needed, for baking eighteen gingerbread men took longer than had been anticipated.)

The baker was excellent about showing how directions had to be followed and how to do things over if they were not done correctly. The class was fortunate in having an individual who was proud of his occupation. He explained that he had to work in an apprentice role before he was paid for doing the job. A lot of the interaction between the baker and the children took place while the gingerbread men were being baked and consumed.

Problems

The facilities for mixing and baking gingerbread men were limited in the classroom. A visit to the bakery where the large oven and vats are used would have facilitated the procedure. It was impossible for the bakery to set aside an area for the children to participate; only an area for observation was available in the bakery. The eventual visit to the bakery came too late in the year, although it reinforced the earlier classroom experience of baking gingerbread men.

Outcomes

1. The children appeared to grasp the concept of working in an assembly line. It carried over into play activities and through voiced opinion: "I can build a tinker toy tower faster with Jimmy's help than by myself."
2. The children could tell what kind of work a baker did in his job.
3. The children were fully aware that the baker was proud of what he did in his work.
4. The children could explain what measurement is in terms of cup and measuring spoons.

Evaluation

Each child was asked to do the following:

1. Explain to the teacher what a baker did . . . 100 percent could do this.
2. Explain to the teacher what a cup, teaspoon, and tablespoon were used for . . . 80 percent could do this.
3. Discuss with the teacher why people working together, each one having an assigned duty, got more done than one person doing it alone . . . 65 percent could explain it.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking	Business & Industry Parents & Other Individuals	Curriculum Enrichment Hands-on Experiences Role Models	Field Trips	Attitudes & Values Interpersonal Relations Leisure	

K–3

KINDERGARTENERS BUSY OPERATING THEIR OWN COMMUNITY

Toledo, Ohio

Objectives

To increase children's knowledge of the operations of a community and to make them aware of the variety of occupational roles, the kindergarteners set up a simulated community of their own.

Process

The kindergarteners at Riverside School created a village out of large cartons that were delivered to the school. They painted the boxes and with the help of their teacher, Sally Duncan, made doors and windows in each building. They made a drive-in bank, a department store, a city house, a farm house, a grocery store and Riverside School. Any day during free time, the children can be found acting out the roles of different workers. They have taken turns playing a policeman, a homemaker, bank teller, storekeeper, grocery store manager, and their principal, Mr. Kaser. The children set the prices for their store. Some items on sale during a given week were: hamburger at $2.75 a pound; spaghetti at $47.00 a can; bread at .06¢ a loaf; and bananas at $7.75 each.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking Marketing & Distribution Public Service		Curriculum Enrichment Program Planning		Economic Understanding Interpersonal Relations Self Concept	

K–3

KINDERGARTNERS MEET SCHOOL WORKERS

Nampa, Idaho

Circumstances

Educators in Nampa, Idaho, are providing career education activities through their "World of Work" program, called WOW for short.

Objectives

Eleanore Stoffer, a kindergarten teacher, developed a WOW unit devoted to introducing her students to school workers. She hoped the unit would help her students learn that ". . . schools have many workers who help children; each worker has special and important work to do which makes our school run smoothly and helps us learn."

Linkages/Participants

School personnel

Process

Students explored various occupations: janitor, school nurse, secretary, bus driver, principal, and cook. They learned about these jobs by touring the building, talking with the people involved, and exploring the tools they use. Supplemental activities included the use of visual materials such as pictures, puzzles, posters, and bulletin boards to help students learn to identify school workers.

(Excerpted from "Communicating Successful Career Education Practices to Rural Schools," Career Education Project, 210 S. Division, Cashmere, WA 98815, No. 7, September 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Consumer & Homemaking Health Personal Services Transportation	Parents & Other Individuals	Curriculum Enrichment Role Models		Attitudes & Values Interpersonal Relations	

67

KINDERGARTENERS RAISE CHICKENS

Farmington, Maine

Objectives

This unit was developed to provide kindergarten children with experiences in animal science, and introduce them to scientific methods of observing and recording data.

Linkages/Participants

Lamkin's Hatchery

Process

Children made preparations for raising their own chicks: they constructed a brooder; they purchased food for their chicks; they made a chart of what eggs need. Their field trip to Lamkin's Hatchery gave the children an opportunity to observe workers in their work environment.

Children were able to role play some of the various occupations they saw at the hatchery. They observed and recorded the temperature of the incubator. They recorded the number of days required for hatching. The children also turned the eggs.

Additional subjects such as language arts, social studies, art, and mathematics were correlated with this unit: children matched words to felt figures of roosters, hens, chicks, and eggs; they put together, in puzzle form, parts of a felt hen; they found that 12 eggs make a dozen; they used dyed egg shells to make mosaics.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry	Curriculum Enrichment Hands-on Experiences Role Models	Field Trips	Attitudes & Values Environment	

K–3

CHLDREN EXPLORE JAPANESE CULTURE

Stow, Ohio

Objectives

Margaret Romito developed a unit on Japanese culture for her kindergarten classes in order to expand their awareness of geography and the cultural diversity of nationalities.

Process

Studying the Japanese way of life involved kindergarteners in many activities.

Besides learning the location of the country by using maps and other visual aids, the students compared various aspects of the Japanese culture (such as the practice of eating meals while sitting on the floor) with those that exist in the United States.

Mrs. Romito encouraged the students to investigate Japanese art, religious observances and other aspects of their culture, such as diet and food preparation. The class read stories about the Japanese people and used pictures and other aids to learn more about the Japanese culture.

The children participated in Japanese games and sports to compare them with those that children play in America.

The students also compared the environment of various sections of Japan with that of various sections of the United States.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities				Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

K–3

PLANT LIFE AND NUTRITION IN KINDERGARTEN

Defiance, Ohio

Objectives

By studying the parts and development of plants, kindergarten children became aware that living things are important sources of both food and aesthetic pleasure. Activities were designed to provide children with a basic understanding of the care required to produce nutritious foods and environmental ornaments.

Process

Kindergarteners related their study of plant life to the individual and to the environment. They discussed the different parts of the plant and the important role each part plays in living and growing together. Students noted the effect of too much or too little water and sunlight on plants. Also, they observed the differences in the leaves and the growth patterns of many different plants.

This lesson was related to a unit on nutrition, as students became aware of how the different parts of the plant—roots, stem, leaves, flowers, and seeds—were vital ingredients in their daily diets.

The lessons were enhanced by a visit to Kircher's Flowers to see the lighting, potting and watering procedures used in growing plants. As a culminating activity, each student planted his own flower to watch and care for in the classroom. (Activity developed by Helen Marsey.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Fine Arts & Humanities	Business & Industry	Curriculum Enrichment Hands-on Experiences	Field Trips	Attitudes & Values Environment Leisure	

K–3

ASTRONOMY PUTS STARS IN THEIR EYES

Defiance, Ohio

Objectives

The unit was designed to help students become more aware of the world around them and emphasized jobs connected with the study of astronomy.

Linkages/Participants

An astronomer
St. Francis College

Process

Using a TV science program as a starting point, the first grade students learned about day and night, the moon, the sun and other stars, and the planets in the solar system. They read many books and saw many pictures of space.

A resource person with a rich knowledge of astronomy showed and discussed pictures of the planets. The highlight of his visit to the children was seeing and holding a rock believed to be from the moon. The study ended with a trip to the planetarium at St. Francis College in Fort Wayne. There children saw the night sky and learned how to identify stars in constellations. (Activity developed by Sandy Ohlrich and Margaret Sattler.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Postsecondary Education Parents & Other Individuals	Curriculum Enrichment	Field Trips	Environment	

K–3

CHILDREN OBSERVE JOBS INSIDE SCHOOL

Farmington, Maine

Objectives

The purpose of this unit was to acquaint the children with the workers found in their school surroundings.

Process

Children visited their school cafeteria. They observed the workers who were responsible for cooking and packing their lunches. The school principal visited their room and explained her job to the children. The custodian took the children to the furnace room, explained his various work tools, and explained the different types of jobs that are necessary to maintain a building.

Their visit to the secretary's office offered the children firsthand views of her job. Following each visit/visitor, the children drew the tools associated with each employee. These pictures were collected to make a scrapbook.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Consumer & Homemaking Personal Services			Exploration	Attitudes & Values Economic Understanding Interpersonal Relations	

K–3

WORKERS IN THE SHOE INDUSTRY AND AT HOME

Farmington, Maine

Circumstances

The project was incorporated into a "Family and Home" unit. During one three-week period, first graders discussed the occupations of their parents. Since many of the parents were employed in the shoe industry, the class studied the jobs, tools, and materials used in making shoes.

Process

The children made shoes, first from paper, and later from leather. One of the room mothers assisted the students in cutting leather. Slides taken by a small group of sixth grade boys at the Bass Shoe Company were also viewed by the class.

Later, the children studied jobs in the home. After coming up with a list of about 30 jobs done by various family members at home, the children discussed and listed many of the tools needed for these jobs.

Activities included:

1. Painting pictures of work being done in the home and telling the class about the job portrayed.
2. Pantomiming jobs for the class to guess.
3. Using tools, lumber, and other materials to build furniture for rooms partitioned off within the classroom.
4. Role-playing jobs connected with running a home: reading recipes, shopping, sorting clothes, using tools, etc.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking Manufacturing	Parents & Other Individuals	Curriculum Enrichment Hands-on Experiences Role Models		Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

K–3

WORK AND PLAY CONTRIBUTE TO SELF-CONCEPT

Farmington, Maine

Objectives

This unit was designed to provide each child with an opportunity to form positive values about himself/herself and to introduce him/her to the "world of work."

Linkages/Participants

A radiologist and his staff.

Process

Children were asked to bring something from home to play with that made them happy. Pictures were taken of each child as he participated in activities. These pictures were mounted and displayed, and the teacher utilized them for introducing a discussion about personal feelings.

Introduction to the world of work was first demonstrated by having the children draw and label jobs they do at home. Parents' occupations were then discussed. The class visited a radiology department and observed the work of the radiologist, his secretary, and a laboratory technician.

Encouraging children to express themselves through writing is an objective that begins on this level. Children designed and wrote their own letters to the doctor with assistance from the classroom teacher limited to spelling only.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Business & Industry	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Interpersonal Relations Self Concept	

K–3

A TRIP TO THE DENTIST

Farmington, Maine

Objectives

In the first grade, children are introduced early to the need for proper care of the body. This unit was designed to introduce children to proper care of the teeth and also to help them overcome any fear they may have had concerning the dentist.

Linkages/Participants

Rural Health Association Center
A dental hygienist

Process

This first grade class observed a dentist, a dental hygienist, and a receptionist on their visit to the Rural Health Association Center. All of the children had an opportunity to ask the workers questions relating to their jobs; to sit in a dentist chair; to discuss dental care with the hygienist.

Prior to this trip, a dental hygienist visited the classroom to demonstrate the proper method of brushing. To follow up this visit, the classroom teacher supervised daily brushing of teeth after noon lunch.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Government Agencies Parent & Other Individuals	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Self Concept	

K–3

TELETRAINER PHONES TEACH FIRST GRADERS

Defiance, Ohio

Objectives

In preparation for a visit to the phone company, activities were designed to give first graders an opportunity to practice communicating different messages and to provide them with an awareness of the importance of communication and the workers needed to operate the system.

Linkages/Participants

The telephone company.

Process

A first grade class borrowed teletrainer telephones from the telephone company, which allowed them to learn how to use the telephone. They practiced using their own telephone numbers and looked at the telephone directory. They learned that different types of conversations communicate different messages.

Outcomes

This activity developed the areas of self, education and training, and the individual and his/her environment for these first graders. (Activity designed by Chris Wahl.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry	Curriculum Enrichment Equipment Provision Hands-on Experiences	Field Trips	Interpersonal Relations Leisure Self Concept	

K–3

FIRST GRADERS OPERATE POPCORN BALL FACTORY

Geneva, Ohio

Objectives

Introduction of school and community helpers to first graders teaches them to see work as a means of attaining wants. A unit on family jobs is designed to create the desire to work and respect for work.

Linkages/Participants

School personnel
Parents

Process

At the beginning of the school year, first graders are introduced to school helpers—the principal, teachers, custodians, cafeteria workers, nurse, secretary and library aides. They also develop concepts of acceptable and unacceptable school behavior and the consequences through films, puppets, circle discussions and books.

The advantages and disadvantages of parental jobs are discussed and jobs are classified according to their products—goods or services. The children enjoy role-playing various jobs.

The most exciting project to evolve from this study was the creation of a popcorn ball factory. The children chose the products, borrowed capital from a bank, bought supplies and sold the product for a profit.

An advertisement campaign was also launched in which each class was contacted and given a poster telling of the opening of the popcorn retail store. The store was sold out by the end of the first lunch hour. After repayment of the loan to the bank, the class made a profit of 28 cents per person, plus an ice cream bar bonus.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Economic Understanding Interpersonal Relations	

K–3

FIRE STATION VISIT HIGHLIGHTS STUDY OF COMMUNITY ROLES

Defiance, Ohio

Objectives

A first grade unit on community helpers is designed to make children aware of the roles played by familiar members of the community, e.g., firemen, policemen, grocers.

Linkages/Participants

Police and fire stations.

Process

First graders began the year with a mini unit on different community helpers. The unit consisted of discussions, filmstrips, stories on firemen, policemen, and other such community helpers. They completed the unit with a field trip to the police and fire stations.

The class followed through with the primary duplicated sheets provided by Career Development. These included: My World, Make Me Work For You, What Will I Be, If I Were A (various occupations were used). This enabled children to become aware of the world of work, to make decisions, to learn behavior expected in a specific line of work.

They put on a program for the PTA entitled, "Free to Be You and Me." This program was based on different careers that the children thought they might like. The program included several songs, poems, and skits.

A small pretend store in the classroom provided the children with many opportunities to strengthen the skills of decision-making and economics. The class collected empty containers which had prices printed on them and set them up in the store. They took turns being clerks and used toy money to practice making change, an activity which helped to reinforce the monetary value of each piece of currency.

Throughout the entire year, the first graders used the DUSO kit, a series of taped stories, songs and lessons centered around mental health, self discipline, self respect, respect for others, and responsibility. (Activity designed by Ellen Schmuck.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Public Service	Government Agencies	Curriculum Enrichment	Field Trips	Attitudes & Values Environment Interpersonal Relations	

K–3

SPEAKER DISCUSSES AIR POLLUTION

Stow, Ohio

Circumstances

The second graders at Riverview Elementary School heard a speaker on air pollution through the Stow Career Education Program.

Objectives

The unit on air pollution is designed to increase awareness of the environment and its effects on every individual.

Process

The students heard many new points about pollution from Lynn Malcolm of the Akron Pollution Control Center.

Malcolm showed many slides of Akron and the surrounding areas on clear and polluted days. He then explained the causes of pollution, such as cars, factories and open burning. He also showed that, if a factory isn't cooperating with pollution control laws, the Center can make it change its production methods.

Malcolm also showed devices that cleaned the air. One device works on the principle of a giant vacuum cleaner. It sucks in the polluted air, cleans it and then lets the clean air go.

The students completed a science unit which included studying how air is polluted. The students made air pollution posters and discussed how smoking polluted the air.

They also learned about pilots, astronauts, scientists, environmentalists and air control experts, and other jobs related to the air.

Outcomes

The second graders do a follow-up unit in economics. They visit factories which produce goods and services and also find out about the atmosphere at these factories.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control	Government Agencies	Curriculum Enrichment Speakers	Field Trips	Attitudes & Values Career Planning Environment	

K–3

ASSEMBLY LINE PRODUCES ABACUSES

Stow, Ohio

Circumstances

Second graders at Echo Hills Elementary School have recently been studying a unit on mass production as a career education project. As part of this unit, the students have been learning about work on an assembly line.

Objectives

A trip to Kent State University was arranged to enable the children to produce a useful item by means of an assembly line and to demonstrate to them the efficiency of this procedure.

Linkages/Participants

Dr. Lowell Zurbuck, Kent State University
Kaase's Bakery

Process

Three second grade classes took a field trip, organized by Dr. Lowell Zurbuck, a Kent State professor, to the KSU School of Technology. In preparation for this trip, the children saw a film in school dealing with working on an assembly line and also took a trip to Kaase's Bakery to observe the procedure involved in working on an assembly line.

At Kent State the students were divided into groups to make abacuses by assembly line. Each student had an assigned job. Some students measured and cut wood while others drilled holes, pounded nails, counted and strung beads or sanded down the finished product.

After the abacus was finished, it was taken to a student inspector who stamped each abacus with an "O.K." A red circle was placed on each "okayed" abacus, and the inspector's initials were put on each one. If a mistake was found on any abacus, it was sent back to be corrected by the youngsters. After a period of time, the students changed positions to work at other jobs.

The pupils were assisted in constructing their projects by students from Kent State, their teachers and room mothers. The class produced enough abacuses for each student to take one to use.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry Postsecondary Education	Curriculum Enrichment Hands-on Experiences	Field Trips Work Experience	Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

K–3

HOSPITAL IDENTIFIED AS COMMUNITY HELPER

Farmington, Maine

Objectives

The social studies unit on community helpers offers many forms of experiences to make children aware of the ways in which community members are interrelated. In this instance, the teacher focused on the hospital as the "children's helper."

Linkages/Participants

A nurse.
A hospital.

Process

A registered nurse visited the classroom, and while she answered questions relating to her work, she also emphasized the need for cleanliness.

A tour of the local hospital gave the children an opportunity to meet, watch, and talk with many people who care for the sick and who help make the hospital function. It also helped diminish predetermined fears that many children possess. When leaving the hospital, the children left a scrapbook they had designed and constructed.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Government Agencies Parents & Other Individuals	Curriculum Enrichment Speakers Role Models	Field Trips	Attitudes & Values Career Planning	

K–3

SECOND GRADERS APPLY FOR LOAN

Mrs. Alice Evans, second grade teacher
Bainbridge Elementary School
Bainbridge, Ohio

Objectives

Second graders were encouraged to form their own company in order to develop a better understanding of economics.

Linkages/Participants

Rockhold, Brown and Company Bank

Process

The second graders at Bainbridge Elementary School, under the direction of their teacher, Mrs. Alice Evans, decided to make and sell bars of soap and agreed among themselves to form a company. The class, as a company, applied for a loan to finance their production from the Rockhold, Brown & Company Bank. Mr. Robert McCoy, bank vice president, reviewed their application and granted the loan.

Every student in the class rotated to participate in each step of the production line process. Students wrapped and sealed each bar of soap. When the product was complete, they sold the soap.

Outcome

The students repaid the loan they had received from the bank and presented their profit to the school to be used for beatification. They learned an early lesson in capitalism and public service (the donation of their profits) and the efficiency of a production line and the roles of producers and consumers.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry	Advisory & Consulting Curriculum Enrichment Equipment Provision	Field Trips	Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

K–3

INSTRUCTIONAL MATERIALS MADE AT SECOND GRADE WORKBENCH

Stow, Ohio

Circumstances

Second grade students at Highland Elementary School are participating in a Career Education project by making instructional materials for the classroom, using tools and a workbench.

The students take turns using a variety of tools to convert wood into useful classroom items that will assist the children's learning in several subjects.

Before beginning work on their projects, the students learned all the proper names for the tools they would use and studied how to use them correctly. They also learned several safety procedures, such as wearing goggles while working.

Objectives

Children are expected to become familiar with tools, develop a variety of skills and experience the personal satisfaction of achievement by making their own instructional materials.

Process

Their first projects were wooden math counters made from rectangular blocks of wood, which they cut and filed themselves. The students inserted three dowels into holes in the blocks that they drilled. Small wooden squares with holes in them fit on the dowels for use in counting.

The math counters were stained instead of painted so that students could see the way natural wood looks.

Their next project will be to make an electric question board that will be wired to a battery. It will have the questions on one side and the answers on the other. When the student connects a question with the right answer, a buzzer will sound.

Projects may also be done for other subjects, such as constructing a model of a foot to show its movements.

From the left-over scraps of wood, students have attached sandpaper to blocks and made their own sanding tools. They have also used the scraps to make things that they may keep, such as painted tables or free-style sculptures. They may glue the pieces together and paint or varnish them.

Students made a table marker for the Highland cafeteria complete with flag and decorations.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction Manufacturing		Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Interpersonal Relations Leisure Self Concept	

K–3

ELEMENTARY STUDENTS ORGANIZE AS CONSTRUCTION CREW

Ms. Windsor Chacey
Athens City Schools
Chauncey Elementary School
Chauncey, Ohio

Circumstances

Students in Windsor Chacey's class constructed a plywood and 2-by-2 house that grew out of a classroom unit on shelter. Future plans for the one-floor dwelling call for electrical wiring, telephone hookup, exterior paint, a flower box and a doorbell.

Funds for the housing materials were provided by the Tri-County Career Development Program.

Objectives

Some of the questions students hope to answer through this project include:

- What is shelter and why do we need it?
- What are the parts of a building and what materials are used in constructing them?
- What workers and tools are used in building shelters?
- What is the importance of the construction industry?

In addition, academic skills to be emphasized include language and concept development, measurement and counting, time, reading and vocabulary development, visual-motor skills, communication, self-discipline in a social-work interaction situation, and application of learning to life situations.

Linkages/Participants

Athens City's Career Development Coordinator
Associate Professor of Education at Ohio University
Tri-County Career Development Program
Athens Kiwanis Club

Process

In this unit the class of primary students is learning more about themselves and their environment. In addition to the house itself, Chacey's class developed a comprehensive learning center relating to the shelter unit. Located in Career Coordinator David Lott's office, the learning center

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includes a "time clock" for student employees, displays of tools and building materials, and bulletin boards relating to shelter.

Lott said the class's construction project is "a good example of infusing life-related activities into the school curriculum and of making the learning of basic academic skills such as language and math more meaningful."

Outcomes

Chauncey Principal, Clyde Jarvis, said the students were "very excited about the project. It was a good experience for them and they received a lot of reinforcement from their teachers. It helped their self-image."

Dr. John Meighan, Director of the Tri-County Career Development Program, said the project at Chauncey is an example of career education at its best—providing life-related activities and giving increased meaning to basic academic skills.

(Reprinted from "Schoolife," official publication of the Tri-County Career Development Program, Nelsonville, Ohio, 45764, Vol. 1, No. 1, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction	Community Groups Government Agencies Postsecondary Education	Advisory & Consulting Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

K–3

"MIRRORS" REFLECT SELF-CONCEPT

Defiance, Ohio

Objectives

The ability to understand one's self is very complex, but second graders at Spencer School try to do just that by looking at themselves in three "mirrors."

Linkages/Participants

A minister.

A dentist.

Defiance College Art Center.

Process

The first mirror reflects the concept of self, including our emotions about life and death. The Rev. Mr. C. Edwin Pellett, Trinity Methodist Church, was invited to share his experiences concerning death with the class. Many questions were asked and answered.

The second mirror helps students analyze physical makeup and the specific physiological functions of body systems. The State Department of Health helped in this area. They sent a dentist to examine teeth. Many of them now, because of this enjoyable experience with the dentist, have happier and brighter smiles.

The third mirror shows how people are affected by their environment. It reflects the child's responsibility to the world, such as the care required by pets. Based on class interest in pet care, this section of the unit was expanded to include the special care professional people render to animals in zoos.

Outcomes

The children decided to be "unlitter" bugs. They developed strong feelings about polluting their bodies and their atmosphere. Viewing art displays at the Defiance College Art Center increased their awareness of beauty in the environment. The class hopes to travel to the Toledo Museum of Art to see the display of animals in the art world.

(Activity designed by Delores Williamson and Peg Davis.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control Health	Business & Industry Government Agencies Parents & Other Individuals	Curriculum Enrichment	Field Trips	Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

K–3

COMMUNITY HELPERS NEED ONE ANOTHER

Farmington, Maine

Objectives

Two second grade teachers enriched their units on "community helpers" to emphasize the interdependence of different workers to meet basic needs.

Linkages/Participants

School nurse.
Carpenters working in school building.
Representative of State Highway Department.
Eighth grade girls who talked about and showed slides of hospital workers.
Sixth grade boys who helped build a classroom post office.

Process

In addition to multi-subject tie-in with language arts, math, reading and art, the students role-played many occupations.

Field trips were taken to the following local places: town library, firehouse, supermarket, cafeteria kitchen, bakery, maple syrup house and post office.

"Hands-on" activities included building a supermarket, a post office and a delivery truck and making and eating pancakes and syrup in the classroom.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking Construction Health Public Service	Business & Industry Government Agencies Parents & Other Individuals	Curriculum Enrichment Speakers Hands-on Experiences Role Models	Field Trips	Attitudes & Values Interpersonal Relations	

K–3

STUDY OF MAIL INVOLVES INTERESTING ACTIVITIES

Farmington, Maine

Objectives

This unit was developed to introduce the children to an important community helper, the mail carrier, and, at the same time, teach them the ingredients of a good letter.

Linkages/Participants

The mail carrier. The post office. A stamp collector.

Process

Children became familiar with the postal workers who perform a variety of jobs each day through an excellent filmstrip, "90 Billion Raindrops." Meeting with the letter carrier each day in groups of three gave the children firsthand opportunity to find out "what it is really like to be a mailman." Through the use of child-constructed puppets, the class planned a play about the postal workers, including the behind-the-scenes jobs.

This multi-subject approach to learning included many interesting activities:

1. Children visited the post office where they closely observed the handling and organization of mail.
2. A stamp collector displayed her collection to the children and related that stamp collecting was fun and exciting.
3. Children wrote letters to friends.
4. Children wrote poems about the mailman.
5. Children made and sold stamps.
6. They weighed a variety of packages to record weight, to calculate distance it must travel, and to determine amount of postage needed.
7. In physical education class, children played a game in which they had to deliver mail. Children wrote their own names and addresses on two envelpes. Two children raced to see who could deliver the mail to the proper owners in the shorter period of time.
8. Children drew a map of Maine and inserted the zip codes of towns familiar to the class.
9. Children brought cancelled stamps from home to add to an in-school collection.
10. Children read about The Pony Express.
11. Children constructed three types of mailboxes: city, out-of-town, metered.
12. Children designed a stamp to commemorate a special occasion.
13. Children painted "A Day in the Life of a Postman" on long strips of plastic.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Public Service	Government Agencies Parents & Other Individuals	Curriculum Enrichment Speakers	Field Trips	Attitudes & Values Interpersonal Relations Self Concept	

SECOND GRADERS ROLE PLAY COMMUNITY HELPERS

Farmington, Maine

Objectives

This unit was designed to have the children explore and identify occupations related to their community. With the use of pictures the class discussed and compared four types of neighborhoods: small town, big city, suburban, farm.

Linkages/Participants

Grocery store.	Post Office.
Bank.	Courthouse.

Process

The class examined their local neighborhood and the people in it. They made a list of neighborhood helpers and classified them into six categories: workers in stores, workers outdoors, workers who keep us well, workers who come to our house, farm workers, and workers that make our work easier.

Children toured the neighborhood. They had an opportunity to talk to many different workers when they visited a grocery store, bank, post office, courthouse, and jail.

As a concluding activity, children, in groups of three, selected different helpers in their community and set up miniature (box size) store fronts. Through role playing each group presented his selected worker's tasks to the class.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Public Service	Business & Industry Government Agencies	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Economic Understanding Environment Interpersonal Relations	

K–3

CHILDREN STUDY NUTRITION

Stow, Ohio

Objectives

This second grade unit on nutrition was structured to incorporate learning about food processing, economics and related occupations.

Linkages/Participants

Local grocery stores.
A health food bakery.
A vegetarian restaurant.

Process

The children learned about the four basic food groups: meat and fish, vegetables and fruit, milk and dairy products, and bread and grains. They studied how each of the food groups works to keep their bodies healthy.

They shopped for and tasted unusual, nutritious snack foods to substitute for candy. Among the snacks the children sampled were dates, figs, sunflower seeds, raw coconut, and avocados. They brought nutritious snacks to school to eat in the middle of the morning.

The students learned about consumer rights. When they bought a bitter avocado, three representatives from the second grade went back to the store to complain and the store gave them a new avocado.

The children studied economic cycles, producers and consumers as well as goods and services.

They visited Lawson's and observed how milk was processed and how bread was made.

They took field trips to Peaceable Kingdom, a health food bakery, and the Red Radish, a vegetarian restaurant in Kent, and learned how to use wheat germ in cooking.

The children made a nutrition booklet containing information about shopping, sugar, processed foods and advertising. They learned what things to look for in shopping and in advertising and they also found out how to check labels for sugar and chemical content.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking Health Marketing & Distribution	Business & Industry	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

K–3

THIRD GRADERS INTERVIEW SCHOOL PERSONNEL

Farmington, Maine

Objectives

This third grade communications unit was designed to help children develop communication skills while introducing various roles of selected school and community personnel.

Linkages/Participants

Newspaper Editors.	Career Education Coordinator.
School Personnel.	University of Maine–Farmington.

Process

Initially children viewed slides of a newspaper plant and observed what the various employers needed for publication of a newspaper. An editor of a local newspaper shared his feelings about his work and showed them the technique of interviewing. In small groups, children took turns interviewing each other.

Communicating over the telephone was also included in this unit. Children, utilizing the school telephone, called various school personnel to establish appointments for possible interviews. Mrs. Hardy divided her class into 12 groups of two, and each group interviewed a different school staff member, using a tape recorder, camera, and certain prepared questions. The individuals who were interviewed included the superintendent, principal, career education coordinator, hot-lunch director, librarian, secretary, duplicating center operator, audio-visual coordinator, school board member, and two custodians. Transportation was provided by the Career Education Coordinator.

Children replayed their tapes in the classroom to assist them in writing their detailed job descriptions. Near the end of the unit the students enjoyed a project whereby they developed individual write-ups and arranged them with pictures on oak tag sheets. These were then laminated to retain shape. Science was also correlated into this language arts unit. Children, in groups of six, went to the University of Maine–Farmington Learning Center and there observed their own negatives being printed and enlarged.

Their culminating activity centered around a presentation and explanation of their project to the other third grades.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Postsecondary Education Parents & Other Individuals	Curriculum Enrichment Speakers Equipment Provision Role Models	Field Trips	Attitudes & Values Career Planning Environment Interpersonal Relations	

K–3

WOOL PROCESSING PROVIDES THIRD GRADERS WITH INFORMATION AND FUN

Farmington, Maine

Objectives

This unit on clothing emphasized the woolen industry because of its importance to the community and was designed to introduce the children to production elements in the work-world.

Linkages/Participants

A local woolen mill.
A sheep shearer.
A spinning wheel operator.

Process

Beginning at the beginning, a sheep was brought to school and sheared while the children watched. Then a resource person from the community brought her spinning wheel to the classroom and demonstrated its operation to the children. She answered their questions related to the process of making wool.

The class visited a woolen mill and observed workers in the various occupations required there. Workers included sheep shearers, cleaners and dyers, and machine operators for carding, spinning and weaving. The children role-played these workers following the field trip, and devised a play which they presented to the other third grades.

After making their own looms out of wood, the children wove colorful squares of odd pieces of yarn. They sewed the squares together to make an area rug for their room. The children were very pleased with their "hands-on" project.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry Parents & Other Individuals	Speakers Equipment Provision Hands-on Experiences	Field Trips	Attitudes & Values Economic Understanding	

SIMPLE MACHINES AND TRANSPORTATION EXCITE THIRD GRADERS

Farmington, Maine

Objectives

Anita Holmes' third grade unit on "Simple Machines and Transportation" was designed to introduce some basic principles of physics through objects and activities that appeal to this grade level.

Linkages/Participants

A race car driver.

Process

Children brought tools from home which demonstrated the principle of the wedge and the lever–knives, can openers, crowbar, saws, nutcrackers, tongs, spoons, scissors, etc. The principle of the wheel was demonstrated in the classroom by having the children place various shaped materials on an inclined plane and letting them roll down. The class discussed the improvement of the wheel through the use of gears and how they affect the increase and decrease of speed, and the effect of force to change direction.

After working with these basic principles, the concept of simple machines was broadened to include "machines that move men," on sea, in air, in space and on land.

The children were directed in designing and constructing "land transportation vehicles," which quickly narrowed into the racing car category. A former race driver was invited to the classroom and he shared his personal feelings about racing, displayed his trophies, and explained the services needed for the operation of a car.

"The Race" concluded the unit with the children filling the roles of flagman, timer, starter, pitman and recorder. The former driver served as judge and awarded ribbons to the winners.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Transportation	Parents & Other Individuals	Curriculum Enrichment Employment Information Speakers Role Models		Attitudes & Values Leisure	

THIRD GRADERS PRODUCE TV PROGRAM

Farmington, Maine

Objectives

A third grade career education unit was designed by Marcia Meisner to acquaint each child with the television industry and its related workers, as well as providing a meaningful learning experience for the students in allowing them to produce a student-oriented television program.

Linkages/Participants

TV Station.
Folk Singer.

Process

Beginning this unit with a field trip to a television studio, children had firsthand opportunities to see and talk with the workers in the television industry, and to view, identify, and touch the tools and instruments necessary for a production.

Children worked together to produce their program. After identifying the number of jobs needed to produce a program, the classroom teacher, with assistance from the children, assigned tasks to everyone.

The class made props and painted to the accompaniment of music. The children expressed themselves in mind and body language, were treated to a visit from a folk singer, and wrote thank-you notes to those who helped them in producing their program.

Parents and other third grade rooms were invited to the program. Video-taping the production gave the children an opportunity to see themselves, which they thoroughly enjoyed.

Outcomes

The video-taping experience encouraged the development of positive self-concepts. Language arts, physical education, music and art were correlated into this unit.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Parents & Other Individuals	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Interpersonal Relations Leisure Self Concept	

K–3

COMMUNICATIONS OPERATE AT THIRD GRADE LEVEL

Farmington, Maine

Objectives

A communications unit was designed to expose children to four areas of communications: television, newspaper, telephone, post office.

Process

The class was divided into four groups. Each group was encouraged to read about their particular area of study, and with assistance from the classroom teacher, they were able through role-playing to relate their information gathered to the other three groups.

The group exploring the television media arranged a studio with the appropriate workers and equipment. They produced a play.

The telephone group designed their own office; they had three departments: traffic, commercial, accounting. With their home-made telephone and switchboard, they role-played the various workers located in the three departments.

The newspaper group published their own newspaper. They gathered news from the other third grade rooms, and each being responsible for a special task, produced and distributed a nineteen page newspaper.

The fourth group prepared a small post office, including 26 individual mail boxes. They gathered and distributed mail to all class members.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Government Agencies	Curriculum Enrichment Program Planning Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Leisure Self Concept	

K–3

APPLE PICKING AND ANIMAL CARE INTEREST THIRD GRADERS

Nampa, Idaho

Circumstances

Educators in Nampa, Idaho, are providing career education activities through their "World of Work" program, called WOW for short.

Two third grade teachers, Ila Rue Standford and Gretchen Crill, developed a project which involved two WOW units. They entitled one "Working for a Worthwhile Cause" and the other "Pet Care and Services."

Linkages/Participants

Apple Ranch.
Humane Society.
Boise Zoo.

Process

First, their students picked apples at a local ranch. During this field trip, they learned about grafting fruit trees, picking, sorting, washing, and packing apples, and trucking them to market. The apples they picked were then sold at school. The proceeds from this sale were donated to the local Humane Society, which the students visited. While there, they learned what is involved in the proper care and treatment of animals. As a part of this unit, they also visited the zoo in nearby Boise.

Outcomes

The teachers felt these units were particularly helpful because students used math as they counted and weighed apples and as they figured change. They also used language arts and skills through general vocabulary development, by writing thank-you letters, and through oral participation with the orchard workers, the Humane Society people, and the zoo employees.

(Excerpted from "Communicating Successful Career Education Practices to Rural Schools," Career Education Project, 210 S. Division, Cashmere, WA 98815, No. 7, September 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment Leisure Self Concept	

K–3

SOCIAL STUDIES INCLUDES HOUSING INDUSTRY

Farmington, Maine

Circumstances

Three third grade teachers coordinated a career education project involving many occupations related to the housing industry.

Objectives

Within a social studies unit on shelter, the children became acquainted with many workers and their skills.

Linkages/Participants

A local subdivision.
A real estate agency.
A drafting class.
A home construction site.

Process

One class examined the architectural styles of homes found at Sugarloaf Village and used the information collected to design their own model, which in this case was a condominium.

Another room studied the steps involved in building a home. They contacted a real estate agent, visited a drafting class, and finally constructed a house made of cardboard.

The third room devoted much of their time visiting a home under construction. They witnessed the various specializations involved in home construction and, through the cooperation of the carpenters, and "hands-on" experience of making flower boxes, gained an appreciation for the skills and difficulties involved in this trade.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction	Business & Industry	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment	

K–6

CHILDREN ORGANIZE PRODUCTION

Farmington, Maine

Objectives

This unit was designed to introduce the children to business management and production.

Linkages/Participants

Several local stores.

Process

Children chose skills needed for producing a quilt and vest. Each child was assigned to a job, and by working in an assembly-line fashion, the class completed two products—a woman's vest for their teacher and an Indian-design quilt for their room.

Children studied various fiber contents of materials and experimented with vegetable dyes. They drew designs for their quilt and transposed them to the cotton muslin squares. They also wrote job descriptions.

By visiting several stores in the community, the children, in small groups, were able to observe the managers in their working surroundings. The close relationship established by the use of groups of five permitted the children to ask many questions, and when they returned to the classroom, their experiences were shared with the others. Children were able to compare and contrast the different roles managers played in their respective stores.

Outcomes

Social studies, science, art, and language arts were integrated in this unit. There was emphasis on the importance of each person completing his responsibilities in a group project.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing Marketing & Distribution	Business & Industry	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Economic Understanding	

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K–3

THIRD GRADERS ENJOY VIDEOTAPING

Farmington, Maine

Objectives

This science-language arts unit was designed to provide each child an opportunity to form positive values about himself, as well as an introduction to the "world of work."

Linkages/Participants

A speech therapist.

Process

A speech therapist explained the ear as a conductor of sound, and provided a description of her job to the class.

Emphasizing the TV media, children discussed and assumed the roles and duties of newscasters, commerical writers, actors and actresses, designers (costumes), photographers, directors, producers, sponsors, and camera technicians. The class designed TV programs which included: news, local and national; sports, local and national; cartoons; playing a game, password; and commercials.

Outcomes

Rehearsals and the video-taped performances helped in forming group and self-evaluation. Their concluding writing activity, "How I Looked and Felt When I Was on TV," implied that they enjoyed this experience immensely.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Health	Parents & Other Individuals	Curriculum Enrichment Role Models		Attitudes & Values Interpersonal Relations Self Concept	

K–3

CHILDREN LEARN ABOUT DIFFERENT ANIMALS

Stow, Ohio

Objectives

A naturalist brought five animals with him on a visit to third graders and taught them how these animals differ from some of the more common ones. They also studied the roles these animals play in the environment.

Linkages/Participants

A naturalist.

Process

Ron Powell, a naturalist at the Akron Children's Zoo, brought five different animals to the schools for the children to see. The animals were a turkey, a black snake, a goat, a barn owl and a ferret. The animals were not exotic but just different enough that some of the students didn't know what they were.

The turkey was a female with a blue head. Powell explained that female birds are less colorful than male birds. The snake was a black rat snake about six and a half feet long.

He explained that snakes couldn't hear and he allowed each of the children to touch the snake and compare its skin with their own. He let all the animals walk or slither around except for the barn owl. He let the students hear what different kinds of sounds a barn owl makes.

Powell explained the characteristics and habits of all the animals and told what they eat.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Government Agencies	Curriculum Enrichment Speakers		Environment Leisure	

4–6

"DYNAMIC CERAMICS" EXPANDS OPERATION

Defiance, Ohio

Objectives

By organizing, managing, and producing ceramic items, students gain knowledge and understanding of many important factors of the world of work.

Process

Two fourth grade classes at Spencer School are in business producing five different ceramic products. The organizational structure includes six manufacturing departments, a sales and marketing department, plus a managing team which includes a female president. As production continues, the sales department is marketing items which include: a turtle which has three uses—paperweight, bank, planter; candy dish which can also be used as an ash tray; a Christmas tree; a fish vase that has many additional uses; an angel Christmas decoration.

Three teachers supervise the student business. The basement of the school has become a real assembly line and has created so much interest for the entire school that a school-wide project to produce ceramic items is now underway.

Outcome

All seven developmental areas are stressed with motivation evolving as the principle outcome.

An educational film of Dynamic Ceramics Co. has been produced under the sponsorship of Mr. Harry Figgie, Jr., Chairman of the Board, A-T-O, Inc., Willoughby, Ohio. It can be acquired by writing to:

Director of Corporate Communications
A-T-O, Inc.
4420 Sherwin Road
Willoughby, Ohio 44094

(This project was organized by Phil Furras, Spencer School Principal, and teachers Ruth Bowden, Ann Tinebrink, and Marsha Deniston.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Parents & Other Individuals	Curriculum Enrichment Equipment Provision		Attitudes & Values Economic Understanding	

4–6

FOURTH GRADERS ENJOY MAP READING

Toledo, Ohio

Objectives

The teachers invited landscape architect, Mrs. William Beck, to share her knowledge and skills with the fourth grade classes to make the related social studies unit more meaningful to the students.

Linkages/Participants

A landscape architect from the Wildwood Reserve Metropolitan Park.

Process

Using maps provided by Mrs. Beck, the classes divided into small groups and worked to answer a variety of map-related questions.

Outcome

As a result of their efforts, students have learned about careers in geography and how to make maps.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Environmental Control Hospitality & Recreation	Government Agencies	Curriculum Enrichment Speakers		Attitudes & Values Environment	

4–6

CHILDREN OBSERVE MARINA OPERATIONS

Farmington, Maine

Circumstances

Because this area of Maine is surrounded by many lakes, the teacher decided to limit her transportation unit to the boating industry.

Objectives

Children became familiar with various occupations related to the boating industry, which is an important factor in the local economy.

Linkages/Participants

A local marina.

Process

By visiting a local marina children had firsthand opportunity to observe the layout of a marina. They saw workers repairing and painting boats. They saw where and how boats were stored. The manager of the marina explained his role to the children; he discussed the selling market.

Additional subjects such as math, language arts, art, physical education, and science were correlated with this unit: children became more aware of the economy when they discussed the careers related to buying and selling of merchandise; they drew pictures and wrote a rhyme to promote boating in Maine; they made boating safety slogans; they learned how and why a boat sails.

Their culminating activity included the playing of a game, "Guess Who?" Children role-played various workers related to the boating industry, and the class was responsible for identifying the occupation.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Hospitality & Recreation Marine Sciences	Business & Industry	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment Leisure	

4–6

CHILDREN WATCH PRODUCTION AT TWO PLANTS

Geneva, Ohio

Objectives

Two thoroughly planned trips were designed to give children a good understanding of the processes that are involved in the production of two plants and the workers that are needed.

Linkages/Participants

Geneva Rubber Company.
Coca Cola-Foods Division Plant.

Process

Prior to the tours the students participated in classroom activities designed to create an awareness of what to look for while on the tours. These activities consisted of viewing slides and hearing cassettes explaining them that were produced by the school's audio-visual department. These made the children aware of the various operations of each plant. Examples of the products that are made at the plants were also available for the children to see and handle.

For the visitation to the Coca Cola-Foods Division plant mesh hats, which are required for all visitors, were decorated by each student. The art work was judged by the teachers in each building to see which students had done an outstanding job in decorating their hats. The students who were judged to have done the best job were awarded a can of Hi-C juice, which is one of the products produced by the Coca-Cola plant.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry Labor	Curriculum Enrichment Equipment Provision Role Models	Field Trips	Attitudes & Values Economic Understanding	

4–6

STUDENTS LEARN BANKING PROCEDURES

Stow, Ohio

Objectives

The goal in establishing a monetary society within the classroom was to teach students the basics of money management.

Process

The class of Judy Swearingen at Fishcreek Elementary School created its own banking society within the classroom, learned to write checks, and participated in other banking-related activities.

In their society, the children earned a daily income and made decisions on how much money they needed to buy items they wanted.

Students learned to recognize the values of certain coins and to match certain money values through simulations in the classroom.

The pupils at the audio-visual centers overcame any difficulties they might have had in this unit of study through listening to records and viewing films on money and banking.

In one month the students learned about bookkeeping and how to earn and save money. They were also able to do research on the history of money as an extra project.

The students studied several banking-related careers, such as bank tellers, armored-truck drivers, and bank executives. The class also studied the government's part in the establishment of American currency.

All the students in the class entrusted their own funds to other students, who were appointed by the class to take care of the money.

Outcome

"The children have a surprisingly good understanding of the application and problems involved in the handling of money," said Mrs. Swearingen.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office		Curriculum Enrichment		Attitudes & Values Economic Understanding	

4–6

KOOL KID COMPANY EXPECTS SUCCESS

Defiance, Ohio

Objectives

A fourth grade class is organizing a company to increase their knowledge of the world of work and economics.

Process

A special company named the Kool Kid Company will be selling Kool-Aid to other children and teachers during the last recess of the day.

Such terms as interest, loan, collateral, profit, wholesale, and retail have been discussed. Making correct change, keeping accurate records, and demonstrating good work attitudes will be emphasized. Posters for advertising have already been made and a loan of $10.00 from Career Development has gotten the children off to a good start.

Outcome

A spring class picnic or a class bowling party will take place towards the end of the year, if the Kool Kid Company nets a profit. (Activity designed by Faye Schaffer.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marketing & Distribution	Parents & Other Individuals	Curriculum Enrichment Equipment Provision		Attitudes & Values Economic Understanding Interpersonal Relations	

4–6

FOURTH GRADERS SET UP ASSEMBLY LINES

Geneva, Ohio

Objectives

Three fourth grade teachers, Mrs. Connie Ayers, Mr. Louella Fee, and Mrs. Janet Whaley, assisted their students in producing goods in order to increase their understanding of economics.

Process

The fourth grade students at Geneva Elementary in preparing a visit to local industry decided it would be good to set up an assembly line of their own. They chose to make products which were plaques, map holders, antiqued bottles, and paperweights.

The list of jobs that were bid on by the students included artists (creators), glossers, stock people, cutters, mailers, punchers, lacers, gluers, and inspectors.

The classes under the directions of their teachers devised their own economic system and printed their money. At the end of the project, the students bought products they produced with the money they had earned at their jobs. These products were then given as gifts to their parents.

Outcome

Teacher Mrs. Ayers comments: "The students learn much about the American system of free enterprise during this project and they really enjoy working at their jobs. There is a real feeling of accomplishment among the students when they know that they produced the various products."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry	Curriculum Enrichment	Field Trips	Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

ART CLASSES ENJOY INTERIOR DECORATING

Defiance, Ohio

Objectives

Resource persons were invited to increase children's awareness of their environment in the area of interior decoration.

Linkages/Participants

Two interior decorators.

Process

Fourth grade art classes learned what interior decorating is and why it can be valuable to them when two interior decorators from "The Personal Touch" shop visited the classes, providing samples for the children to compare. The students felt the different textures of cloth and wall coverings and saw how several colors or patterns can be repeated in the same room. They were surprised to learn that grass, silk, gauze, and other materials could be used in unexpected ways.

In the follow-up activity, the students were given an opportunity to draw their bedrooms as they would like them redecorated.

Outcome

They learned that a careful decision is required when choosing materials because of their high cost.

(Activity designed by Connie Brown.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities	Business & Industry	Curriculum Enrichment Speakers Role Models		Attitudes & Values Environment	

4–6

FOURTH GRADERS WRITE NEWSPAPER

Defiance, Ohio

Objectives

By studying the material and operations involved in producing a newspaper, students became aware of many occupations and increased many skills.

Process

The students studied the make-up of a newspaper. They learned that the paper has ears, banners, flags, cut-lines, datelines, and by-lines. Through bingo games and word-picture association, students learned to find these parts of the paper. Students were able to travel around the world with national and international news. During discussions they learned that it takes many people working together each day to print a daily paper. Also, they became aware that people are assigned to write about special areas and have to follow a set form answering who, what, where, why and when. They wrote and assembled newspapers reporting the events of the day.

Special activities included finding the five "W's" in news stories, hunting action words on the sports page, picking out interesting ads, and staying within a $10 budget on the grocery page.

(Activity designed by Amanda Reeves.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media		Curriculum Enrichment		Attitudes & Values Career Planning Leisure Self Concept	

4–6

CHILDREN MAKE PAPER FROM WOOD PULP

Defiance, Ohio

Objectives

The students became aware of those people who work with the conservation of our natural resources and those who are involved in the production of paper products.

Linkages/Participants

A print shop.
A conservationist.

Process

After studying a unit on Forest Lands and their by-products, a fourth grade class decided to make paper. Preliminary activities included a visit to a print shop, a guest speaker from the soil conservation office, and a movie and filmstrips on by-products of wood.

Outcome

The paper-making activity provided a good insight on how paper is made from wood pulp.

(Activity designed by Jackie Saylor.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control	Business & Industry Government Agencies	Curriculum Enrichment Speakers Equipment Provision Hands-on Experiences	Field Trips	Attitudes & Values Economic Understanding Environment	

4–6

SELECTED PROJECTS SPARK INTEREST IN CAREERS

Stow, Ohio

Objectives

Many different subjects are being studied by Joey Bratt's fourth grade students at Highland Elementary school as part of a career education project to familiarize children with interesting careers.

Linkages/Participants

A geologist.
An Air Force captain.
Selected speakers.

Process

Each student picked four subjects of interest. Then all the students made projects which related to their subjects. Some of the different projects have been radio and electronic experiments, model airplanes, paper mache replicas of fish, and rock collections.

Kent Greene, a geologist from Kent State University, spoke to the students about rocks and about the field of geology. He explained the formation of rocks and minerals and volcanic eruptions and their effect on environment.

He also brought in some rock and mineral samples that helped the students identify their own samples.

Captain Dave Durrant from the Air Force talked to the students about different types of air vehicles and the operation of planes.

Other speakers will be coming to visit the class to speak about other selected fields of study.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Government Agencies Postsecondary Education Parents & Other Individuals	Curriculum Enrichment Speakers Role Models	Attitudes & Values Career Planning Economic Understanding Environment Interpersonal Relations Leisure		

4–6

CHILDREN OBSERVE PROCESSING OF LUNCH MEAT

Toledo, Ohio

Objectives

After studying labor, its division and efficiency as part of a social studies unit, the fourth graders visited a meat company to reinforce their knowledge by observing the production of a familiar product.

Linkages/Participants

The Eckrich Meat Company.

Process

Fourth graders visited the Eckrich Company in Fremont, Ohio. The assembly line, cost, profit, supply and demand were topics of discussion in the tour groups. Because recent social studies lessons had dealt with these subjects, the students were eager to find out more about these topics from company officials. The students were interested to hear that supply was greater in the summer due to picnics and other outings. They also learned what determined the cost of the product. The students were very impressed with the cleanliness of the plant and the constant inspection of all the ingredients that are used to make the meat products.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry	Curriculum Enrichment	Field Trips	Attitudes & Values Economic Understanding	

4–6

NUTRITION AFFECTS HEALTH

Defiance, Ohio

Objectives

The importance of what people choose to eat in order to form energy and replenish body cells was stressed in this unit on nutrition.

Linkages/Participants

The school nurse.
Dinner Bell Meat Company.
McDonald's Restaurant.

Process

Fourth grader studied "How Our Bodies Are Organized" and discussed how the various choices people make each day affect their bodies.

The school nurse visited the children twice to give them information and suggestions for maintaining good health.

The nutrition unit included field trips to Dinner Bell Meats and McDonald's Restaurant. The children made food group wheels, chose foods from the appropriate groups, made up individual daily menus, and had a contest to see which team was eating the most nutritious breakfast. As a culminating activity, they prepared a breakfast at school. The menu was chosen by the class for its nutritional value.

(Activity designed by Carmen Lassen, Caren Hahn and Karen Pracht.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health Manufacturing Marketing & Distribution	Business & Industry Parents & Other Individuals	Curriculum Enrichment Speakers	Field Trips	Attitudes & Values Economic Understanding Self Concept	

4–6

STUDENTS MEET MARKETING RESPONSIBILITIES

Defiance, Ohio

Objectives

By sharing all of the jobs and responsibilities required to operate a store, children are made aware of the need for dependability and accuracy as well as the variety of occupations involved in the enterprise.

Process

A fourth grade class operates the Anthony Wayne Supply Shoppe throughout the school year. A variety of school supplies, such as paper, pencils, erasers, book bags, crayons, etc. are sold to A. W. students each morning during recesses.

The mathematical concepts needed to handle the money have been stressed. More important, however, has been the development of understandings of the responsibilities required of each person who is a partner in the store.

The students must keep up the inventory, schedule workers, package paper, clerk in the shop, run the cash register, count money, and help to figure gross and net profits and pay bills.

The A. W. Supply Shoppe has a president, vice-president, secretary, and treasurer. All class members, however, do work in the shop each month.

In May the children help to decide on what activities the profits will be used.

(Activity designed by Roberta Schmunk.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marketing & Distribution		Curriculum Enrichment Equipment Provision		Attitudes & Values Economic Understanding Interpersonal Relations Self Concept	

4–6

FOURTH GRADERS INVESTIGATE CAREERS IN MAINE

Farmington, Maine

Objectives

Fourth graders were expected to learn about occupations that appealed to them by developing their own questions and having them answered through field trips, films, speakers, and classroom activities. Particular emphasis was placed on Maine's predominant industries: wood, paper, farming, fishing, and shoe manufacturing.

Linkages/Participants

A forester.
A lumberjack.
A game warden.
A scaler.
A racquet shop.

A land site being cleared.
A lumber yard.
University of Maine—Farmington.
The Franklin Journal.
Oxford Hills Publishing Co.
Bass Shoe Co.

Process

One unit was designed to acquaint the children with the lumber industry, its related occupations and wood products most commonly found in Maine.

The children had an opportunity to associate many occupations with this industry. Resource people visiting the classroom gave the class firsthand knowledge about the skills required for their jobs, their feelings about their work, and an opportunity to ask questions. These included a forester, a lumberjack, a game warden, and a scaler.

Children in small groups were able to observe some workers in their own work environment when they visited a tennis and badminton racquet shop, a land site where Mt. Blue High School Forestry boys were clearing an area, and a lumber yard.

The class designed and constructed stools to be used at their reading table. The boys cut, sanded and nailed together pieces of plywood into cube form; girls decorated the finished product with a variety of magazine pictures.

Films and filmstrips showing industries, farming and fishing were used. Books and other materials were made available for use by students in the classroom. Each student researched at least one career and made a report and illustrated this with pictures, models or displays.

Steve Smith, a student teacher from UMF, prepared career development activities into a science unit on water. Careers in soil conservation and in industries located on rivers such as paper mills were studied. Careers connected with these, such as logger, lumberjack, truck driver, and mill employees, were discussed.

Jeannine Moore, another student teacher, did a short unit on industries of Maine. Paper, shoe, and wood turning industries were emphasized.

Pupils learned how paper is made. They made paper from old recycled newspaper, located paper mills on a map, and discussed the advantages and disadvantages of having a mill in town.

In looking at the uses of paper, a small group went on a mini-trip to the *Franklin Journal* and reported to their class on the trip. The whole class viewed a slide presentation on the Oxford Hills Publishing Company of South Paris.

The class also used slides and a display kit from the Bass Shoe Co. in studying the shoe industry.

Mini-trips, in groups of four, gave the children an opportunity to leave the classroom to visit "on the job" sites. Children asked class-prepared questions. All groups, following their field experience, prepared and presented written and oral reports.

Outcome

Students learning skills in math, art, language arts, science and social studies were strengthened in this career education project.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Communications Media Construction Manufacturing	Business & Industry Government Agencies Postsecondary Education	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

4–6

FIFTH GRADERS READ THE PLAIN DEALER

Geneva, Ohio

Objectives

Newspapers in the classroom easily lend themselves to application to many subjects: math, social studies, language arts, etc. In this unit of newspaper study, the students learned about the many people and the work they do to produce the newspaper itself.

Linkages/Participants

Representatives of the Cleveland Plain Dealer.

Process

Fifth graders were involved in an extensive study of the daily newspaper, the Cleveland Plain Dealer, for a period of five weeks. Besides relating material from the paper to the curriculum, several speakers visited the classes and told about their individual involvement with the newspaper industry. The culminating activity was a trip to the Plain Dealer facilities in Cleveland.

Outcomes

The children became aware of the many aspects of production, printing and distribution of this news media.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry	Curriculum Enrichment Speakers Equipment Provision	Field Trips	Attitudes & Values Environment Interpersonal Relations Leisure	

4–6

FIFTH GRADERS PUBLISH NEWSPAPER

Mrs. Carol Arnold
Twin Elementary School
Bainbridge, Ohio

Curcumstances

Under the direction of their teacher, Mrs. Carol Arnold, the fifth grade class at Twin Elementary School decided to publish a newspaper.

Objectives

Learning and profit were the dual objectives of the fifth graders.

Linkages/Participants

The Chillicothe Gazette.

Process

The students first toured the local newspaper offices to become acquainted with the processes involved in producing and publishing anewspaper. They then studied all aspects—reporting, journalism, editorials, sales, advertising and financing.

They agreed to finance their enterprise by selling shares of stock at 10¢ a share. They successfully organized, financed, wrote, published and sold their newspaper.

Outcomes

The fifth graders' venture was an educational and financial success. At the end of the year, student stockholders voted to redeem shares of stock at the original price, placed $50 in escrow to finance the newspaper the following year, and donated the remainder of their money to the school.

Production of this newspaper is now a highly rewarding part of the fifth grade curriculum at Twin Elementary School. Mrs. Arnold considers it "a highly motivating classroom activity, and a tremendous learning vehicle."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Marketing & Distribution	Business & Industry	Curriculum Enrichment	Field Trips	Attitudes & Values Decision Making Environment Interpersonal Relations Leisure Self Concept	

4–6

STUDENTS IDENTIFY LOCAL TREES

Geneva, Ohio

Objectives

This science unit included activities designed to familiarize students with the roles of conservation and hunting.

Linkages/Participants

State forester.
Game protector.

Process

Learning how to identify local trees, how they grow, and how to conserve them was the fall project of some of Geneva's fifth grade classes. Dudley Hartel, state forester at Geneva State Park, visited classrooms bringing sections of trees to show to the students. He answered their questions and showed them where to find their own answers to questions about trees.

Jim Kelley, Ashtabula County Game Protector, visited the classrooms to discuss forest and wildlife conservation, and showed a film about hunting. The film, "A Question of Hunting" helped students understand better what hunters can do to conserve and manage wildlife. Mr. Kelley came a second time to show a film about beavers.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Government Agencies	Curriculum Enrichment Speakers		Attitudes & Values Environment	

4–6

SPEAKERS ACQUAINT CHILDREN WITH LAW ENFORCEMENT AND DRUGS

Defiance, Ohio

Objectives

Since drugs make both positive and negative contributions in society, teachers designed a fifth grade unit of study focusing on drugs and incorporated information on the job of a law officer.

Process

Students were able to determine areas of interest to them and projects they wanted to do. They signed a contract stating projects they would do and the grade they wished to obtain.

Reports were mainly on various types of drugs. Some students taped interviews, and shared them with the class. Speakers were invited to discuss the various aspects of drugs with the students.

The children viewed a filmstrip, "The Problem of Drug Abuse," prior to a visit from Police Chief Don Breckler, who explained his job and the problem of drug abuse to the class.

(Activity designed by Lloyd Bowden and Karen Dangler.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Government Agencies	Curriculum Enrichment Speakers		Attitudes & Values Environment	

4–6

FIFTH GRADERS MAKE TELESCOPES

Defiance, Ohio

Objectives

As part of a science unit, fifth graders became aware of careers related to astronomy.

Linkages/Participants

A NASA representative.
Camp Palmer
University of Toledo

Process

The students in fifth grade classes recently completed research reports on the history, uses, and manufacture of telescopes. Filmstrips detailing types and uses of telescopes were studied and discussed.

Following this general introduction to telescopes, Mr. Richard Helwig spoke to the classes regarding some of his research and study of the NASA Program, and showed some of his pictures of space explorations along with meteorites he has collected. Later in the year, the students assembled their own telescopes—8X refractors—from kits. During the week spent in Outdoor Education at Camp Palmer, these fifth grade students then had the opportunity to use their own telescopes, studying various celestial bodies, including the moon, nearby planets, and star groups. After Camp Palmer, the students were able to take their telescopes home for their own use.

A visit to the planetarium at the University of Toledo completed their study of the universe.

(Activity designed by Sheila Burnside and William Moes.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Hospitality & Recreation	Government Agencies Postsecondary Education	Curriculum Enrichment Speakers Equipment Provision Hands-on Experiences		Attitudes & Values Environment	

4–6

ELEMENTARY STUDENTS CLEAN UP PARK

Stow, Ohio

Circumstances

The fifth graders at Indian Trail Elementary School, under the direction of teacher Bob Heid, undertook the task of cleaning up Adell Durbin Park as part of a complete environmental study unit. The fourth and sixth graders joined them to provide a work crew of more than 100 students.

Objectives

Increased awareness of pollution and improvement of their environment were the immediate objectives of this activity.

Linkages/Participants

Stow Police Department.	Summit County Water Treatment Plant.
Environmental Protection Agency.	Sonoco Products.

Process

The children separated into groups of 14, each group accompanied by a parent, and spread out through the woods to collect an amazing variety of trash, e.g., tires, shopping carts, bicycles.

Stow Police talked with the students prior to the park clean-up on field trip safety and were on hand during the project to help where necessary.

After the clean-up, students were directed to express their feelings about polluted play areas in an essay assignment. They also viewed a series of films designed to increase their awareness of pollution and heard Lynn Malcolm from the Environmental Protection Agency speak on air pollution.

The fifth graders grew plants in polluted and unpolluted water, the comparative successes of which demonstrated to them the world's dependence on clean water. Field trips to the Summit County Water Treatment Plant and to Sonoco Products' paper recycling department were also part of the classes' environmental study.

Outcomes

Most students enjoyed cleaning up their environment and would like to do it again. Another student clean-up is projected for Wetmore Park.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control	Business & Industry Government Agencies	Curriculum Enrichment Speakers Hands-on Experiences	Field Trips	Attitudes & Values Environment Interpersonal Relations	

4–6

FIFTH GRADERS VISIT THE CAMPBELL SOUP COMPANY

Toledo, Ohio

Objectives

The trip was designed to provide the fifth graders with information and insight into the many facets involved in the operation of a large business.

Linkages/Participants

The Campbell Soup Co., Napoleon, Ohio

Process

The students, wearing the required hair nets and paper hats, were greeted by Campbell's George Gubernath, who guided them through the office and computer facilities, the emergency treatment section, and the locker and time clock areas.

Students were able to watch a variety of workers prepare meat and vegetables, process, can, label the products, and load the cans for shipment to grocery stores. Safety and health devices, precautions and regulations were emphasized throughout the trip.

Campbell personnel also provided the students with information about other companies (Swanson's, Franco-American, Pepperidge Farm and Lady Godiva Candies) in which they have investments.

Outcomes

Many follow-up activities in language arts, science and social studies were related to the field trip.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry	Curriculum Enrichment	Field Trips	Economic Understanding	

4–6

FIFTH GRADERS ENJOY APPLYING OCCUPATIONAL SKILLS

Farmington, Maine

Objectives

To acquaint fifth grade students with occupations in fields related to the subject matter of art, English, science and social studies, John Backus designed the career education units in Printing, Electricity and Factory, and Lillian Fidler directed one on Measurement.

Linkages/Participants

The Wilton Times.
The Franklin Journal.
Central Maine Power Co.
Mt. Blue High School.
C. H. Bass Co.
Farmington Shoe.
Wilton Lumber Co.
Surveyor, chemist, carpenter, dressmaker, nurse, lab technician.

Process

Printing

The overall objective of this unit was to learn how a newspaper is published and the careers in the field of newspaper printing. With their art teacher, Janice Landry, the students made a galley complete with letters, printed a verse, and then made block prints.

Jerry Javine, Wilton Times Editor, made two visits to the classroom, first to explain how a newspaper is made and second, how a news story is written.

Slides borrowed from SAD No. 17 Career Education Program showed the students the actual printing process. Two students joined a group of sixth graders on a mini field trip to the Franklin Journal where they recorded answers to questions the class had on dealing with careers in newspaper printing.

As a final activity the students wrote news articles about the early explorers they were studying in their social studies.

Electricity

In correlation with a science unit on "Batteries and Bulbs" this class studied the careers that deal with electricity. Films from Central Maine Power showed how electricity is produced, how it is used today, and the men who make it all possible. A slide presentation by CMP's school consultant and personnel manager showed the various CMP plants, the jobs found within CMP and prepared the class for a field trip to Wyman Dam. Students that went on a mini field trip to Mt. Blue High School showed slides of the wiring of a building being done in the Electricity class in their workshop. Metermen from CMP finalized the unit by discussing how electricity is measured and how they read the meters.

Factory

Realizing that many people in Wilton depend upon factories for occupations and that social studies teaches concepts about assembly line, mass production, etc., a unit on a factory's assembly was started. George Bass, from the G. H. Bass Shoe Company spoke to the class about the history of that Company. He discussed factors that affect price of the finished product, and explained the method of production G. H. Bass uses.

Bernard Goding, a retired personnel manager of Farmington Shoe, told the class the qualities that he looked for when hiring, and how to go about applying for a job.

The class decided to establish a bird house factory. They planned the jobs needed in an assembly line and chose an owner and foreman. The remaining students either wrote or telephoned for an interview. The owner and foreman hired their crew on the basis of the interviews. Scrap plywood was given to the factory by Wilton Lumber Co., and students furnished their own hand tools. After trying to saw 3/4 inch plywood with a handsaw, the students soon saw the need of mechanization in a real factory to speed up production. For lack of time, the factory ended without the formulation of a finished product.

Measurement

This unit was introduced by viewing different measuring instruments such as scales, rulers, clocks, beakers, seismograph, etc. Children had an opportunity to manipulate and work with these instruments. The teacher emphasized the relationship of math and how math principles had to be applied when using these instruments.

Resource people visiting the classroom showed how their occupations needed the knowledge of measuring. They also related to the children "how it felt" to work with these instruments. As a result of this activity the class became acquainted with many occupations: surveyor, chemist, carpenter, dressmaker, nurse and lab technician.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Consumer & Homemaking Construction Health Manufacturing	Business & Industry Secondary Education Parents & Other Individuals	Curriculum Enrichment Speakers	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment	

4–6

THE HUMAN BODY AND HEALTH OCCUPATIONS INTEREST FIFTH GRADERS

Farmington, Maine

Objectives

A unit entitled "The Human Body: Growth, Development and Care" was designed to infuse occupational information into the curriculum.

Linkages/Participants

Students from the University of Maine–Farmington.

Process

Career Education activities were fused into a fifth grade science unit on human growth and development. The class studied body systems, personal care, emergency procedures, foods in correlation with a healthy body, and correlation of a healthy body and mind.

Multi-subject tie-in included math, language arts, social studies and art with science.

Students selected health occupations of interest and made reports. They got their information from occupational guidance booklets and other reference material. These reports were illustrated by cut-out pictures or art work. Math was used in keeping records of meals and calories. The pupils weighed and measured themselves and made charts.

The whole class took the SRA inventory "What I Like to Do" in order to better understand themselves.

College students from the University of Maine–Farmington Home Economics Department assisted by presenting lessons on basic foods and using games to liven the lessons on nutrition.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Postsecondary Education	Curriculum Enrichment Program Planning Speakers		Attitudes & Values Self Concept	

4–6

SIXTH GRADERS PLANT TREES ON SCHOOL GROUNDS

Mayetta Elementary School
Mayetta, Kansas

Circumstances

Limited community and student knowledge of tree planting procedures was evidenced by a barren school yard with no trees and very little grass. The tree nursery industry had not been employed in this small community although there were numerous horticulturists with nursery services in a nearby city. Through classroom science studies the students had become aware of the need for ecology development, especially the cultivation of trees, within their community setting.

Objectives

The following objectives were met in the project:

1. To become familiar with the work of a horticulturist.
2. To research the type of plants needed on the school grounds and to decide which trees were suited for community surroundings.
3. To cooperate with peers to come to an agreement about buying, planting, and caring for trees.
4. To order and pay for the needed plants from a nursery.
5. To plant and care for the trees.

Linkages/Participants

Heifner Nursery, Topeka, Kansas.

Process

To combine an ecology science study with a career study, the teacher of a sixth grade class requested that a tree horticulturist from Heifner Nursery, Topeka, Kansas, visit her classroom. The horticulturist told about his training in horticulture and about his experiences in adapting knowledge of trees to actual work at the nursery. He discussed ecology and the aesthetic value of trees. He advised specific trees suited to the locality of the Mayetta Grade School.

To compliment the visit, the students researched and gave reports about trees suited to the area. The class voted to determine five specific trees to plant on the school grounds and to purchase and plant those trees. The money to purchase trees was obtained by a class project of selling cupcakes and pies at ball games over a three-month period. The amount of $85 was raised.

The trees were ordered from the Heifner Nursery. The horticulturist came back to the class to demonstrate how to plant a tree. He assisted the class members in planting the five trees—red bud, pin oak, flowering crab, willow and sycamore.

The trees were planted in a tree-planting ceremony. All the students and teachers of the school as well as parents and citizens of the community were invited to attend. Only a few parents attended the ceremony. These parents expressed concern that not more adults came to the event. All the grade school children attended and gave full support to caring for the trees.

A plan was devised to assign students to water the trees regularly over the school year and summer months.

Problems

1. Students found that the cost of the trees which included the service fee paid to the horticulturist was higher than the cost of ordering trees from a seed catalog.

2. The money project to purchase trees was handicapped by some parents who would not contribute cupcakes and/or pies.

3. At first the sixth grade was confronted with indifference on the part of adults and parents to beautify the school grounds. No one had given attention to ecology in the past. This may have been because of the economic aspect or a non-concern attitude.

Outcomes

1. Planting and caring for the trees was an interest to all the school children. Learning about ecology involved the entire student body through their experience of watching the trees grow.

2. The sixth grade students demonstrated their acquired knowledge of trees by choosing, ordering, planting, and caring for the five trees.

3. The students realized the value of a horticulturist's assistance in planting trees because the trees did grow.

4. The students referred at various times to the job of the horticulturist in relation to their interest in work and in relation to the care of the trees.

5. All the students cooperated and participated in the choice and planting of trees.

Evaluation

1. Describe occupation and procedure for tree planting . . . 100% could do this.

2. Identify trees according to their properties and by-products of trees . . . 60% could do this.

3. Fill out order blanks for a desired item . . . 90% could do this.

4. Calculate the cost plus tax for each tree . . . 90% could do this.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control	Business & Industry	Speakers Equipment Provision Hands-on Experiences		Attitudes & Values Environment Leisure	

4–6

SIXTH GRADERS ENJOY ENVIRONMENTAL CAREER DAY

Hilliard, Ohio

Circumstances

An Environmental Career Day was designated in April at Barnebey Center for sixth grade students who had already participated in a five-day resident outdoor education experience there during the fall. During the five days they had been in close contact with many workers whose various jobs contribute to the success of the center's activities. These workers included the camp caretaker, food service personnel, nurse, Department of Natural Resources employees, and a college professor whose field is environmental education.

Objectives

The goal of this trip was to hear a panel of these workers discuss their jobs.

Process

Dr. Carl S. Johnson of the Ohio State University pointed out to the students that if one enjoys being outdoors there are many job opportunities which do not involve interpretative work. Among those he cited were farming, lumbering, carpentry, road building, landscaping and telephone linesman. He pointed out, too, that most outdoor work must go on regardless of the weather and that some of it, for example that of the linesman, maybe most necessary during the worst weather conditions.

Mrs. Judy Howard told the students how she had made interpretive work her avocation. Mrs. Howard said that at the time in her life when she was making career decisions, "Women's lib had unfortunately not come into vogue." She said she was told quite frankly that her interest in nature interpretation was "nice, but no one will hire you." Because of this she studied to become a biology teacher and pursued nature study as a leisure activity.

She said the way to become knowledgeable about nature is through observation and individual research to identify and learn more about specimens of interest. Mrs. Howard shared her knowledge of nature as a volunteer at Blendon Woods Metropolitan Park. Those boys and girls whom she has accompanied on the nature trails at Barnebey Center agree that she has become an expert in this field.

The remainder of the day was spent with the students in small groups for field study with visiting resource people, classroom teachers Anna Norden and Laura Laderach, and principal Robert Searles. This field trip was made possible by the Career Education Department.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Environmental Control	Government Agencies Postsecondary Education Parents & Other Individuals	Curriculum Enrichment Program Planning Speakers Equipment Provision Role Models	Field Trips	Attitudes & Values Environment	

4–6

FIELD TRIPS AND RESOURCE PEOPLE FOR STUDENTS

Donna Groh
Occupational Specialist for Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

Participating businesses are able to work closely with the school programs in providing needed career educational experiences in the form of field trips and providing classroom speakers.

Objectives

To encourage a greater utilization of community resources and to expand student knowledge of the world of work.

Linkages/Participants

Five sixth grade classes from Alta Vista Elementary School.
City Police Station and City Hall.

Process

The sixth grade students of Alta Vista School were studying a unit on City Government. A series of field trips were arranged in conjunction with this unit. First, the students had a complete tour of the City Police Station and had an opportunity to become acquainted with many different employees of the police station. Second, the students were allowed to observe the municipal court in session. The judge acknowledged the students in the audience and would stop from time to time to explain the court's actions in various situations. Third, the students had a general tour of City Hall where they had the opportunity to become acquainted with many different types of people and their careers. After the general tour the students were taken to the conference room. Volunteers were selected to represent all the city council persons and a mock town meeting was held. The rest of the students in the audience raised questions directed to the commissioners.

Outcomes

The students had a much better understanding of City Government after the tours. The city commissioners developed a teaching unit to be used in the 6-8 grade level complete with slides, activities, and worksheets.

Evaluation

There was no formal evaluation of this activity but the verbal feedback, from teachers, students, and all city employees was excellent. As a result, several identical tours have been scheduled for other classes throughout Sarasota County.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Public Service	Government Agencies	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning	

ELEMENTARY STUDENTS OPERATE WORLD OF WORK GREENHOUSE

Harbor Heights School
Gig Harbor, Washington

Circumstances

The World of Work Greenhouse at Harbor Heights School gives about 35 elementary-school students a year an opportunity to develop horticultural skills, not only to enrich their lifestyles, homes, and leisure time, but to become equipped for eventual employment in the field of horticulture. By providing a thorough understanding of all components of horticultural occupations, combined with additional experience in marketing aspects of the field, the program gives students skills with which to make realistic career choices. Gig Harbor is a suburban, middle-class town adjoining Tacoma, Washington.

Objectives

The major program goal is to involve as many K-6 children as possible in greenhouse activities for both occupational and leisure-time benefits. The basic idea is that the children, in teams, work on some horticultural project and then sell their plants to the community. Profits made from the sales are returned to the Greenhouse to buy more pots, soil, and other materials and equipment. Thus, the Greenhouse, since its initial funding, has become self-supporting (except for utility costs, which are reimbursed by the school district).

Linkages/Participants

Wright Park Conservatory.
University of Washington Arboretum.
Local florists and gardeners

Process

The greenhouse is located in the central court of the school, very near the entrance to the sixth-grade classroom. The staff is composed of the teacher, who proposed and developed the program, and two other sixth-grade teachers at Harbor Heights School. The school principal, an administrative assistant, and the Director of Vocational Education for the school district are also involved in the project. However, practically speaking, the project appears essentially to be a one-teacher operation, with whatever *ad hoc* additional assistance he can muster from his colleagues.

Before working with the plants, students prepare the greenhouse itself by spreading gravel on the floor, painting benches, etc. As the cultivation of a variety of plants begins, one student assumes the watering chores for newly propagated plants. Other students assume other responsibilities.

Cuttings from the propagation bench are put into pots, and seedlings are started in small trays. A green net is placed across the total length of the greenhouse to deflect the sun's rays. Also, a shading paint is applied to the outside south wall in May of every year. Panels at the west side of the greenhouse can be opened during the hot summer weather to allow for adequate ventilation.

Tours are conducted of other greenhouses in the area, including Wright Park Conservatory and the University of Washington Arboretum greenhouses. Experiments with plants have been undertaken: controlling growth with a 1½-volt battery, injecting hormones into stems, "talking" to the plants, and experiments with tropism.

The operation uses a fully equipped greenhouse built especially for this project on the school grounds. The greenhouse itself is made of 2-by-4-foot wood trusses with a fiberglass skin.

Equipment consists of gravel, benches, pots, trays, plants, seeds, simple laboratory equipment, fertilizers, and plant foods. The propagating bench along the north wall is heated. A heating system, connected to a delicate thermostat, keeps the air at a constant temperature.

An integral part of the program is the management and operation of the greenhouse as if it were a business. Greenhouse "bonds" are issued, payable on June 1st, with a 10% guaranteed return, and a bookkeeping system has been established for recording purchases and sales. Students may purchase plants, but, late in the school year, a public plant sale is also held; its proceeds are used, as mentioned earlier, to maintain the project.

History of Facilities Development

The goal of the program was extremely simple and precise and allowed for only one facility option—namely, to build a greenhouse on the elementary school grounds that would expose children to both the leisure time and the occupational aspects of horticulture. It was hoped to involve as many children as possible in the project.

The program was started with the help of an RCU grant of $2,044, provided under Part C of the Vocational Education Amendments of 1968. Additional monies were provided by the school district, local sources (including donations), and a grant from the Coordinating Council for Occupational Education. The total cost of building and obtaining equipment, including supplies, for the program's first year of operation was $3,299.82.

A 10-by-10-foot greenhouse was originally proposed to the school district, which provided $2,000 in funds. When the state heard of the project, however, it suggested building a 20-by-40-foot facility that would accommodate more children, and the state provided an additional $1,500 to make this possible. Then, a federal employment program provided the project with unemployed carpenters to assist in building the facility. The original total budget was for materials, equipment, and labor only. The greenhouse is now self-supporting (except for utility costs borne by the school district) and, mainly, operates from sales—$300, for example, last year. Its budget is clearly separable from the total school budget.

The greenhouse was also designed to promote a good relationship between the children and the community. Children sell plants, and community people provide materials such as pots. In addition, the project maintains good rapport with local florists and gardeners so these people will not feel threatened by competition with their own businesses. In fact, local florists and gardeners are occasionally asked to help with the greenhouse project by giving advice or demonstrations.

To establish the greenhouse, certain extra materials and equipment were needed, such as soil, fertilizers, pruning tools, knives for making cuttings, insecticides, wood-preservative paints, galvanizing paints, benches, and pots.

The original plan for the greenhouse came from a magazine given to the project by a greenhouse manager who had been recommended by the state and who had developed a good reputation working with high schools and community colleges to develop horticultural programs. The facility plan provided by this greenhouse manager has been originally used by an eastern university. The manager also occasionally supervised the two carpenters, recruited from the federal employment program (FEP) alluded to earlier, to help construct the greenhouse. The school district maintenance supervisor ordered all the necessary materials for building the facility, such as gravel, benches, pots, trays, plants, seeds, simple laboratory equipment, fertilizers, plant food, a heating system, and a thermostat.

The project staff suggests that anyone adopting this type of plan always contact (as it did) the State Department of Education and Career Education Department and try to locate some individual, interested and knowledgeable about horticulture or agriculture, who can recommend a greenhouse designer. The staff also actively invites requests for its blueprint and project description, which includes a list of materials. Alaska, Nova Scotia, California, and other districts in the State of Washington have already requested and received these documents.

Problems

In terms of facility development, the staff has no special problems. Their advice to someone trying to do the same thing is to: (1) take into consideration, in budgeting, certain "unforeseen" items, such as drainage and gravel, small equipment, initial outlay of soil (this particular project went into debt over this item), fertilizer, and bench construction, and (relatedly); (2) enlist the assistance of an expert who is knowledgeable about the costs of constructing greenhouses.

Outcomes

The project staff feels that the greenhouse is a huge success. The local newspapers run many articles about it and advertise its plant sales. Many community people came to the last sale and bought plants. The program would be even better, in the sense of serving more children and different groups at different times, if there were more adequate staffing and more space. Currently, only one teacher has primary responsibility for the greenhouse, and only 50 students participate: 25 especially interested 5th-6th graders participate all year, and an additional 25 students are involved, sporadically, as extra staff time becomes available. Classes are kept sufficiently small (about 10) to allow for adequate individual attention.

The local high school has just built its own greenhouse, and project staff hope eventually to establish a coordinated K-12 program.

(Reprinted from *Facilities Handbook for Career Education,* NIE Papers in Education and Work: No. 2, by William B. Gill and Ann W. Luke. Publ. by—Washington, D.C. 20208: U.S. Department of Health, Education and Welfare, October 1976.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Equipment Provision Hands-on Experiences		Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

4–6

STUDENTS ORGANIZE BOOK FAIR

Hilliard, Ohio

Objectives

Skill area objectives encompassed in this project were many: spelling, English, and handwriting (letters of intent for the project to each teacher and class), printing and advertising (poster making and movie critiques), assignments and responsibilities for specific duties (each student daily checked a room for books brought in—kept records), math skills, planning work schedules, group work behavior, cooperation, and correlation with ongoing English studies.

Process

A parade of cartoon characters was developed two weeks before the fair to promote and remind people about the upcoming book fair. This activity required each student to decide on a character, to develop the idea, to cooperate with parents in obtaining a costume, and to wear it on a specific day.

The entire class sorted all of the books based on their condition and then divided into working groups for taping, gluing, making new covers and sorting by sizes.

The group discussed various prices for the books and agreed on a scale which was then used during three class periods for pricing of the books. Students calculated the approximate profit they could anticipate based on the number of books turned in multiplied by an average price.

Students realized their good fortune in not having to pay for rent, salaries, insurance, equipment or supplies. All necessary materials were donated. They decided that what money they earned would be used to pay their expenses for the Camp Ohio Outdoor Education experience the following year.

As the time drew nearer for the book fair decisions by the group were made as to scheduling, guards, money changer, cashiers, salesmen and assistants to lower grade students. Interesting questions were brought up and discussed as to how they should work with the younger students. Excellent insight was shown as they brought up such points as finding out the students' names, their likes and interests and amount of money they had to spend.

At the conclusion of the all-day fair, the money was counted, grouped, put into money rolls and turned into the office to be credited for Camp Ohio expenses.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marketing & Distribution	Parents & Other Individuals	Curriculum Enrichment Program Planning		Attitudes & Values Decision Making Economic Understanding	

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4–6

SIXTH GRADERS MAKE "WARM FUZZYS"

Hilliard, Ohio

Objectives

Students undertook a project, correlated with mathematics and career education, designed to teach them the value of being able to measure, estimate, handle money, and keep accurate accounts.

Linkages/Participants

The Anthony Thomas Candy Company.

Process

Students, with the help of the Scioto-Darby Career Education Department, established an assembly line in the classroom to manufacture "warm fuzzys."

To help the students understand different workers and the processes involved in an assembly line, the class arranged a visit to the Anthony Thomas Candy Company.

Outcomes

Students improved their math skills and practiced selling skills in marketing their product at the PTO Flea Market. The profit from the project was proudly presented to representatives of Avery's PTO.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Manufacturing Marketing & Distribution	Business & Industry Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences	Field Trips	Attitudes & Values Decision Making Economic Understanding Interpersonal Relations Self Concept	

4–6

STUDENTS SELL CANDY TO FINANCE CAMPOUT

Hilliard, Ohio

Circumstances

Hilliard sixth graders enjoy a four-day campout at Camp Willson, near Bellefontaine, in the fall of the year. The outdoor learning experience includes basic reading, math, science and social studies as they apply to the study of nature.

Objectives

The students themselves earn the major part of the cost of the trip by selling candy in the community. The PTO provides some financial assistance.

Process

Six teachers supervise the camp and one serves as camp director. Bus transportation is provided by the school.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Environmental Control Hospitality & Recreation Marketing & Distribution	Government Agencies Parents & Other Individuals	Curriculum Enrichment Program Planning	Field Trips	Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

4–6

STUDENTS USE MORSE CODE

Defiance, Ohio

Objectives

Having studied Morse Code, a sixth grade class invited a radio operator to school to provide them with an opportunity to use their newly learned skills and to acquaint them with other aspects of radio communication.

Linkages/Participants

A ham radio operator.

Process

Mr. Ed Ballard of Central Foundry visited with science students to demonstrate what is involved in being a ham radio operator. The children actually decoded messages in Morse Code, since they had been studying the code in a unit on electronics. Mr. Ballard pointed out that most ham operators do this as a hobby and that it is a means of communicating with people in very isolated places where no other messages can reach.

Mr. Ballard invited the students to visit his transmitting station in Ney, Ohio. This turned out to be a "hands-on" sending and receiving of messages.

(Activity designed by Dave Campbell and Gretchen Dverk.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Parents & Other Individuals	Curriculum Enrichment Speakers Equipment Provision Hands-on Experiences	Field Trips	Attitudes & Values Leisure	

4–6

SIXTH GRADE MANUFACTURES "DISCO DUCK"

Toledo, Ohio

Circumstances

A sixth grade boy, after seeing a marionette for sale at a Toledo shopping mall, designed and constructed a similar puppet and took it to school. His class and teacher decided to manufacture similar puppets, naming their product the "Disco Duck."

Objectives

Forming a company, raising operating funds, and manufacturing and selling a product were activities designed to give sixth graders an insight into the operations of business, industry and labor.

Linkages/Participants

Mini-grant funds from the Toledo Career Development Program.

Process

The class set up a manufacturing company and sold stock to raise operating funds. Styrofoam, feathers and string were the principle materials from which the puppets were made. Part of the money to purchase these materials was obtained from a mini-grant fund.

An assembly line was set up and students assumed the roles of production workers, supervisory personnel, bookkeepers, and salesmen.

Outcomes

The first run of 30 disco ducks was an immediate sellout. The company planned a second production schedule in time to have disco ducks ready for spring sales.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing Marketing & Distribution	Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Economic Understanding Interpersonal Relations Leisure Self Concept	

4–6

SIXTH GRADERS EXPLORE THE WORLD OF WORK

Farmington, Maine

Objectives

"Exploring the World of Work" was a unit designed to offer students a number of opportunities to explore many career choices and to gain an understanding of the world of work.

Linkages/Participants

Parents of Students.
Career Education Staff.
School Janitor.

Process

A letter designed by the teacher sent home to the parents explained the project to them and at the same time requested their assistance. Most parents were willing to share their occupations with the class, either at their respective work sites or in the classroom.

Students, in groups of four or less, were able to observe three different work sites. As a result of these mini-trips, the students became aware of their parents' careers, interests, and hobbies; they learned the technique of interviewing; they became aware of the "world of work"; they improved upon their communication skills.

Since carpentry was an occupation that interested most males, each boy had an opportunity to experience "the feeling of being a carpenter." With the assistance of Career Education staff and janitor, each boy constructed a birdhouse. Girls too, were anxious to construct something. With their varied sewing skills, the girls made bean bags for distribution to children in the local Head-Start Program.

Outcomes

Parents as resource persons and field trip hosts expanded the students' knowledge of occupations in the community. The "hands-on" activities made them aware of their ability to work together productively. Their finished products gave them a just feeling of self-worth.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Parents & Other Individuals	Curriculum Enrichment Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Leisure Self Concept	

4–6

SIXTH GRADERS DESIGN MODEL COMMUNITY

Farmington, Maine

Objectives

The 6th grade English classes of Wilton Academy developed a plan to provide a career awareness experience through the design of a model community.

Linkages/Participants

In planning their model community, students made field trips to:

- Classrooms and shops at Mt. Blue High School.
- Primary and Central Schools.
- Fox and Hounds Restaurant.
- The Franklin Journal.
- County Jail and Sheriff's Office.
- Livermore Falls Roller Rink.
- A local beauty shop.
- Depositor's Trust Co.
- Bass Shoe Co.
- A local veterinarian.

Process

Students studied the factors associated with planning and designing a model community. Ecological factors such as size, population, zoning and polution control were considered.

The pupils drew up plans for their towns. They identified industries, careers, governmental services and recreational areas desired.

Other activities included holding town elections and court sessions, blueprint making, creative writing assignments, role-playing, making a town newspaper, model building and photography projects.

Outcomes

Student awareness of the structure and interaction of a community and the many occupations required for its operation, was greatly increased by the model community project.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Construction Environmental Control Hospitality & Recreation Manufacturing Public Service	Business & Industry Labor Government Agencies Secondary Education Parents Other Individuals	Curriculum Enrichment	Field Trips	Attitudes & Values Career Planning Decision Making Economic Understanding Leisure Self Concept	

4–6

SIXTH GRADE COURSE CHALLENGES SEX BARRIERS

Farmington, Maine

Circumstances

Many jobs in our society have artificial "male" or "female" labels. Betsy Bulmer's sixth grade course in family living is designed to eradicate these distinctions.

Objectives

The unit is designed to demonstrate to the students that both men and women can adequately perform many of the same tasks and can function equally in many of the same careers.

Process

Students consider the personal qualifications required for given careers. Then in small groups they debate the issue, "Are Men (Women) Better Qualified for Selected Careers?"

"Hands-on" experiences make this unit appealing and meaningful to the students. They share in-class laboratory experiences and work cooperatively in teams. For example, they have prepared and served hors d'oeurves and punch, using an assembly line procedure and skills appropriate to the task. It was evident that boys and girls could equally perform this activity.

Other activities that obliterate distinctions between male and female competence include maintenance work on a car, sewing on a button, sectioning an orange and lifting a box.

Outcomes

The students enjoy the family living course and display obvious changes in attitude toward each other. A square dance highlights the end of the unit.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking		Curriculum Enrichment Role Models		Attitudes & Values Interpersonal Relations Self Concept	

MIDDLE
SCHOOL

STUDENTS HOLD PHOTOGRAPHY CONTEST

Defiance, Ohio

Objectives

Sixth grade middle school classes incorporated a unit on photography into their reading program to learn the processes of photography and to increase their awareness of their environment by taking pictures.

Linkages/Participants

Hoffman Photography.

Process

Students studied photography and organized a contest among members of the sixth grade classes. They visited Hoffman Photography as a career orientation element to learn about the occupation of photographer and various jobs in the studio. They took pictures of scenery and people to enter into the contest, which involved development of self and decision-making.

(Activity designed by Sandy Beard and Sheryl McCoy.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities	Business & Industry	Curriculum Enrichment	Field Trips	Environment Leisure	

MIDDLE
SCHOOL

PROFITABLE HOBBIES DISCUSSED

Stow, Ohio

Objectives

Fourth, fifth and sixth grade students from Stow's six elementary schools are participating in a program sponsored by Career Education that is designed to show the children that hobbies are fun and that some people's hobbies can become profitable occupations.

Process

The career-oriented program is called "Avocations That Can Be Vocations." In this program several students from grades four through six in all the elementary schools are involved in demonstrations of hobbies and participate in activities connected with these hobbies.

One resource person talked about her hobby of making corn husk dolls. She demonstrated how to construct the dolls and told how to sell dolls.

Another spoke on her hobby of Sumi art, an ancient Japanese style of painting.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Hospitality & Recreation	Parents & Other Individuals	Curriculum Enrichment Speakers		Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

MIDDLE SCHOOL

FOURTH AND FIFTH GRADES STUDY THE TELEPHONE

Farmington, Maine

Objectives

To improve telephone manners, to learn how a telephone works, and to learn about the careers surrounding the telephone were the objectives of this unit.

Linkages/Participants

New England Telephone and Telegraph.

Process

Materials available through the New England Telephone and Telegraph were used to help accomplish these objectives. Resources included a tele-trainer (a device to simulate phoning), posters, filmstrips, and sound film. The movies and filmstrips showed various jobs in a phone company. An operator from the Waterville phone office visited the classroom, showed the students some of the materials she works with, and explained her job.

The children also studied the history of communications. Oral and written work in language arts was related to the study as students investigated careers involved with telephone service, e.g., installer, wireman, operator, electrical engineer. They learned how sound is transmitted in their science classes. They enjoyed doing impersonations and role-playing emergency calls.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry	Curriculum Enrichment Speakers Equipment Provision Role Models		Attitudes & Values Interpersonal Relations Self Concept	

MIDDLE SCHOOL

STUDENTS SPIN FIBERS INTO STRING

Stow, Ohio

Circumstances

Thirty members of the fourth, fifth, and sixth grades at Highland and Indian Trail elementary schools were treated to a spinning demonstration.

Process

The demonstration, which was sponsored by Stow City Schools' Career Education program and librarians, was given by Shirley Goebelbecker, a teacher at Woodland and Fishcreek schools. Ms. Goebelbecker has been spinning fibers for the past seven years and has been teaching since 1972.

The presentation began with the students comparing different types of fibers. Ms. Goebelbecker then explained to the students how to construct a spindle in order to make their own string. The children, using a potato and a pencil, constructed their own spindles and began spinning string.

"The real value in something like this is to take raw material and then be able to turn it into something functional," said Ms. Goebelbecker.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities	Parents & Other Individuals	Curriculum Enrichment Speakers		Attitudes & Values Leisure	

ENVIRONMENT, COMMUNICATIONS AND INDUSTRY

Defiance, Ohio

Objectives

The Defiance City Schools actively foster career development by making students aware of the wide range of occupations available to them. Some sample activities at the Middle School level illustrate the process of the effective program.

Process

Middle School classes have developed an outstanding program related to Camp Palmer. The program includes discussion with a professional forester, as well as other professional outdoorsmen. Speakers visited classes conducted at Camp Palmer. Careers related to these outdoor experiences were discussed throughout the program.

Other classes developed a weekly radio broadcast heard throughout the Middle School. Students volunteered to act as broadcasters, newswriters, and reporters. Special research topics were also developed by students.

Middle School classes published a school newspaper during the year—circulation more than 600. The students took part in the writing of news and feature articles, and saw them develop from the original idea to the final printed product.

Industries of Ohio and their related careers were studied in an independent research project in social studies. Jobs related to various careers in the Buckeye State were studied by interested students.

(Activity designed by Scheila Burnside and William Moes.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Communications Media Manufacturing	Business & Industry Labor Government Agencies	Curriculum Enrichment Speakers	Field Trips	Attitudes & Values Environment Interpersonal Relations Leisure Self Concept	

MIDDLE
SCHOOL

AN ECONOMY ALL THEIR OWN

By Robert A. Foster of the Editorial Staff

RUTLAND – Things haven't been the same in Rutland since they introduced the Thaler System at Naquag Elementary School.

Nowadays a 12-year-old is likely to grab the stock listings away from Dad at the breakfast table. And if Dad drops in at school to ask principal Charles G. Varjian what it's all about, he may find his son shining the principal's shoes.

Not to worry. A good many Naquag pupils check stock prices daily because they have "invested" their "earnings" from "jobs" or small businesses they operate at school. A fudge shop, perhaps, or record rentals, or a paper weight factory–or a shoe shine service.

The Thaler System is a kind of teaching tool–an elaborate miniature economy in which three quarters of Naquag's 5th, 6th, 7th and 8th graders voluntarily participate. It started three years ago in one teacher's classes. Now 300 students take part so enthusiastically that some have even robbed the system's bank, and Naquag's miniature economy is beginning to attract national interest.

The system is named for its play money medium of exchange. "Thaler" is a German word from which "dollar" is derived.

About 150 Naquag pupils earn Thalers through "public service" jobs–doing school chores for teachers, the librarian, office workers or the maintenance staff. They must submit formal applications, with references, to get these jobs. And sometimes, like the boy who forgot his task of raising and lowering the flag in front of the school each day, they get fired.

SMALL BUSINESSES

The teachers have been able to think up only enough "jobs" for about half the Thaler students. So many rely for their "incomes" upon private enterprise. They take out "patents" or "licenses" to operate the many small businesses that flourish during recess in a section of the corridor that has come to be known as Naquag Mall.

The job-holders punch in and out on a real time clock donated by a parent. They earn a Thaler a minute, or, in the case of the most responsible jobs, 250 or more Thalers a week. Unlike the small business operators, they get their Thalers in the form of "checks" that show deductions for "taxes" and "social security."

At a pupil-run "bank," they can deposit their checks at interest of 5 per cent a month or "cash" them for paper Thalers–small bills resembling Monopoly money.

With these Thalers the students can buy snacks or pay for any of the services or hand-made merchandise offered along Naquag Mall. They can buy the school paper. Or they can purchase tickets to use the "Big Chute" snow slide behind the school or to attend occasional musical events given by fellow students.

THE MARKET

The youngsters may also invest in the pupil-run "stock market." Share price listings from the Worcester Telegram are posted at the market window. Over-the-counter issues are most popular. Through wise investment, one girl managed to run up her savings to 5,000 Thalers last year.

The Thaler system has reduced truancy and brought a lively new spirit to Naquag. But its basic purpose is to teach the youngsters the rudiments of the American business system—the value of work, dependability, good references, enterprise, savings, budgeting and wise spending and investment. It allows them to learn from mistakes. And it gives them incentive to learn more in class about everything from percentages and spelling to the Social Security system and corporate finance.

Near the end of the school year, the students who have saved get their Thalers from the bank and the stock market, and "Social Security" pays everybody their "retirement benefits." Then the school holds an auction at which all Thalers are spent on food and a variety of other goods and services donated by parents, teachers, the School Committee and a community organization, Friends of Rutland Education.

COPYRIGHTED SYSTEM

The Thaler System is the brainchild of Barry Grove, a science and math teacher who came to Naquag from Maryland in 1973. He used Thalers at first only in his own classes. Their success in motivating students and teaching them things they couldn't get from books alone drew Varjian's attention and led to school-wide adoption of a limited version of the system. It has been evolving ever since.

Grove has copyrighted the system. He taught two graduate courses in how to operate it at Worcester State College last year under auspices of the Economic Education Council of Massachusetts. Last spring his work with the Thaler System helped win him the principalship of an elementary school in Gilman, Vt. He is now introducing the Thaler System there with the help of a $1,500 federal grant.

Varjian says Naquag may soon set up a "foreign exchange system" with Grove's Vermont school. Meanwhile, Naquag's Thaler System has drawn attention from a new quarter. The nation's biggest securities brokerage house, Merrill Lynch Pierce Fenner & Smith, wants to promote Thaler for use in schools all over the country. Grove and Varjian have not yet acted on the proposal.

THE SUPERVISORS

Twelve teachers now supervise the various aspects of Thaler at Naquag. One manages the payroll operation, another the legal system, others employment, licenses and patents, food sales, the school newspapers and the Student Council. Math teacher, William S. Brooks III, who directs the bank and stock exchange, has also taken over Grove's Thaler courses at Worcester State. He expects that other schools in the Worcester area may soon introduce Thaler.

The evolution of the system at Naquag has not been without growing pains. At first the teachers didn't fully understand that Thaler bills were as valuable as real money to the students. There were several bank robberies. Once a group of youngsters unscrewed the hinges from the box where the Thalers were kept and made off with the whole "gross school product" in one heist.

There have been no more bank robberies since a parent donated a steel safe with a combination lock. But a new threat to the economy arose when students learned to counterfeit Thalers. The school had to start printing the bills on both sides of special paper.

The printing is now paid for with $200 of an annual $600 appropriation from the Rutland School Committee. The other $400 goes into buying food for occasional Thaler sales and for the year-end auction.

One year Naquag suffered rampant inflation. The price of popcorn rose from 5 to 5,000 Thalers a bag, but now the teachers have learned to control inflation much as the Federal Reserve Board does for the nation as a whole—by regulation of the Thaler supply.

Every once in a while the Thaler legal system has faced challenges. Once a student guitarist who gave rock concerts for Thalers skipped out on a concert date after his promoters had sold tickets. The promoters sued him. He wound up under court order to give three free rock concerts.

Even teachers sometimes run afoul of the law at Naquag. A boy who came to class without a pencil one day appealed to his teacher. Instead of just giving him a pencil, she sold him one for Thalers, thinking she was teaching him a lesson. But Naquag Mall's licensed pencil merchant got wind of the deal and sued the teacher for infringing on his license.

Now that the Thaler System is here, things may never be the same again—at Naquag, at the elementary school in Gilman, Vt., and possibly at many more schools.

For more information on the Thaler System, contact:

Barry Grove
Principal
Lunenburg—Gilman Schools
Gilman, Vt. 05904

(Reprinted from the *Worcester Telegarm,* Worcester, Mass., Nov. 18, 1976.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office		Equipment Provision Hands-on Experiences Role Models		Attitudes & Values Career Planning Decision Making Economic Understanding	

MIDDLE SCHOOL EXPLORES WORK AND LEISURE ACTIVITIES

Defiance, Ohio

Objectives

Middle School students in Defiance are provided with many "hands-on" activities and resource persons from the community to give them practice in occupational and leisure skills and to inform them of the many available careers and recreational activities.

Process

Short descriptions of work and leisure activities explored by the students follow:

CERAMICS

Middle school pupils made ceramics items with the help of a resource person. They learned about materials, tools, and the history of ceramics. Various methods of making simple, original pieces of ceramic were employed. The pupils made and worked with clay, glazes, and enjoyed producing original creations.

(Activity designed by Wanda Aschemeir and Jack Crosley.)

GUEST SPEAKERS

One Middle School class is enjoying weekly guest speakers who discuss their jobs. They include a job description, necessary training, salary, characteristics of good workers, equipment they use, and how they feel about their jobs.

Students are compiling this information and putting it in booklet form.

(Activity designed by Susan Hanenkrath and James Adams.)

CHRISTMAS SHOPPE

Students found that working and learning can be fun when they participated in a Christmas Shoppe in their classrooms at Middle School. They planned the projects, purchased and collected the materials, and made all the gifts for the shoppe.

Important things learned include: advertising (four types), practical math experiences, social relationships (group work and team effort), reading and following directions, art and creative skills, experimentation, exploring, and trial-and-error methods.

This correlated with the regular class curriculum; about an hour and a half each day was related to career development.

(Activity designed by Wanda Aschemeir and Jack Crosley.)

MINI COURSES

Children are being given basic instructions in beginning typing in a mini course at Middle School. They have learned finger placement, concentrating on the "home row" keys, and how to care for the typewriter. Discussion of the advantages of a typewritten paper or letter was held. Children are given class drills and then are allowed to use machines for practice whenever they have a study period.

Twenty other mini courses for fifth and sixth graders cover such subjects as furniture refinishing, needlework, woodworking, and photography. Students and teachers are extremely enthusiastic about their experiences.

The courses last for four weeks and provide the students with varied career development experiences. They also serve to expose the students to activities that could be used as either a source of income or as a source of leisure-time pleasure.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Parents & Other Individuals	Curriculum Enrichment Speakers Equipment Provision Hands-on Experiences Role Models		Attitudes & Values Decision Making Economic Understanding Interpersonal Relations Leisure Self Concept	Full Time Part Time

MIDDLE SCHOOL

MIDDLE SCHOOL STUDENTS SPEND DAY ON THE JOB

Seminole Middle School
Broward County, Florida

Circumstances

The vocational contract program was developed as part of the Pupil Personnel Services in the Middle School, Florida Department of Education, Tallahassee, Florida.

Objectives

The program is designed to provide students with knowledge of and exposure to the world of work.

Linkages/Participants

Counselor.
Occupational Specialist.
Area Employers.

Process

To participate in the program, students are required to submit an application, be interviewed, and take part in a role-play activity with a counselor or occupational specialist. After that degree of commitment has been made by the student, an individual contract related to the student's area of interest is developed.

The student then investigates the job field with regard to its general characteristics, necessary training and qualifications, salary range, current and projected availability of jobs and prospects for advancement. The student then spends a day "on the job" and evaluates his information and experience.

Outcomes

Young students gain knowledge of various jobs and their awareness both expands and limits their personal options in terms of suitability.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies	Advisory & Consulting Career Guidance/Counseling Employment Information Student Evaluation Hands-on Experiences Mock Interview Role Models	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	

SPECIAL EDUCATION CLASSES STUDY CAREERS

Defiance, Ohio

Objectives

To provide students in special education classes with an awareness of various occupations and the skills they require, career education activities are incorporated in the curriculum.

Process

Examples of activities that expand the awareness of careers for students in special education classes follow:

TELEPHONE

Trainer phones were obtained by Career Development and delivered to Mrs. Lloyd's room. Children made use of these phones in connection with the community newspaper and the classified ads, developing a way to help themselves. They learned how to make emergency calls, and those with serious speech defects learned they could spell over a phone and be better understood. They also were educated on the many uses of a phone and reasons for talking on the phone. The individual, the environment, decision-making, training and education were all areas used to develop a successful "self" in applying correct responses.

(Activity designed by Helen Lloyd.)

TOKEN SYSTEM

A token system of payment for classroom performance has proved successful and has been a valuable aid for good work habits, promptness, achieving completion of tasks, correct work sheets, neatness in grooming, and a pride in successful accomplishments. The children are paid with plastic chips. They may spend all or part of their tokens at the end of the school day in their own store. If they choose to save their chips, they earn one interest chip for every 10 they save. They may buy small toys, books, grooming items, or gift items for other family members. There is also a rental system, the child may choose to play with certain toys in the room for a specified amount of time. Or they may buy positions such as line leader for a week or teacher's helper for a week. Our principal and the teacher are also "for sale." They will take the child to Peppermint Patti's for a treat, or to McDonald's or Burger Chef. Once the teacher had a request for a steak dinner—and the child got it. This token system encompasses many areas in career education—world of work, economics, self, education and training.

(Activity designed by Beck Dysert.)

FOODS

The children participated in a combined unit on nutrition. The children studied the various foods in the four food groups, and were able to select which foods were suitable for breakfast, lunch and dinner. Oatmeal and toast were a popular choice for breakfast; while turkey and all the trimmings were chosen for the Thanksgiving dinner. A field trip to Chief's Supermarket and Village Inn highlighted the unit.

(Activity designed by Karen Stern and Chris Wahl.)

ECONOMICS

A special education class at Defiance Middle School, under the direction of Mrs. Helen Lloyd, was organized as a community which is called Smileville. The city employees were elected on election day.

The young citizens of Smileville requested a loan from the Career Development Office to have a Christmas Shop—Smileville Craft Shop. This request was made through an actual business meeting held in the classroom for all parties involved. The project includes the production of three articles: (1) Pins made from eye glass lens, (2) shrink art projects, and (3) candle and pencil holders made from wooden leftovers of an industrial arts class.

The articles cost $.50-$1.00. Mini factories were set up in the classroom. Some projects were counted as piece work thus creating a desire for pride in doing a job well.

The developmental areas emphasized were: Self—to show self worth and belief in oneself; Decision-Making—choosing projects they felt they could do well; Education and Training—preparing for a possible life work that may be similar and experiencing what is involved in various employment areas; Economics—planning of salaries, expenses, etc.; World of Work—running the factories and planning a similar-to-life situation and establishing production lines; Individual and Environment—realizing their abilities, learning where they can get supplies and sell their products; Employability and Work Adjustment—discussing individual assets and what each will be best suited to do as "on the job" workers—and demonstrating responsibility and the ability to work together.

(Activity designed by Helen Lloyd.)

BAKING

Students visited Brown's Bakery to see how bread, rolls and buns are made. They watched the process from beginning to end, including preparation for marketing the products.

Students also had the opportunity to see the number of people and variety of jobs involved in this complex operation.

(Activity designed by Jan Furras.)

ART

An enjoyable activity was providing decorations for the windows of the Tastee Freeze Restaurant in Defiance. This activity kept the children busy around St. Patrick's Day. Their shamrocks and leprachauns were displayed in the windows. Focus was on the individual and his environment.

(Activity designed by Chris Wahl.)

TRANSPORTATION

In a unit on transportation, students explored alternative methods of transportation. Resource speakers, a train trip and field trip to the airport were high points in this unit.

(Activity designed by Chris Wahl.)

GROOMING

Special Education classes studied the fundamentals of good grooming. A dental hygienist visited the boys and girls and demonstrated the proper way to brush and floss their teeth. The students also learned how to wash and dry their own clothes at a local laundromat. The favorite activity during the unit was a visit from a barber for the boys and a trip to the "Beautique" for the girls where they had their hair washed and blown dry.

(Activity designed by Karen Stern and Chris Wahl.)

CB RADIO

A boy's dad tells students about his job as a truck driver. Mr. Dave Whitmore brought in his CB equipment and a trucker pal to explain his job as a trucker.

He demonstrated his CB, told how he became an interstate driver, told all the pros and cons of his job. He left the students with many souvenirs such as a trucker's log sheet which was used for math and a CB language sheet which was used for reading.

The class made experience charts and bulletin board displays on his talk for open house.

(Activity designed by Helen Lloyd.)

MONEY

Children participated in a unit on money. The children first learned to recognize and know the values of coins. Next they practiced making various amounts of money up to a dollar. As a final project, they brought in empty food containers, made prices for their containers and practiced playing store, using real money lent to them by Career Development.

This unit allowed the class to have real, firsthand experiences with the use of money. It also helped them realize that one must have some skills when working with money to handle a job, go to the store, make purchases, and know when not to expect change.

(Activity designed by Karen Stern.)

ECONOMICS

Special Education teacher, Mrs. Lloyd, describes her successful economics program: "We worked with Bowling Green State University's Economics Adventure TV Program. I put the knowledge I gained there into my special education class."

We gained a knowledge of economics in our own world and gained in vocabulary such words as bartering, trading, specialization, loan, interest, decision, consumption, investment, inflation, deflation, consumers, producers, etc.

We made a complete set of shrink art characters from the TV show and sold them to Career Development and to students in the Middle School. Commissions were paid to students.

A boy named 'Celio' designed 'Celios' to be used as our money for our medium of exchange. We earn 'Celios' by reading newspaper articles from the Crescent-News. If we need no help, we can earn as much as three Celios per article. If help is needed, may be we can earn just one Celio.

Every two weeks we have a store that opens in our classroom and we can purchase various items with our Celios. The boys and girls have learned how to borrow and how important it is to keep the note signed by the borrower. They have learned that some pay back their loans quickly, others are not good for credit risks.

Sometimes we open a 10-minute 'bartering time'. Here we have learned that some make money on what they have bought; some are foolish and lose money by selling at a lesser price. Discussions follow the bartering sessions to talk over our results. In using Celios, some have learned to save and have more cash on hand for bigger items; some have learned to charge interest and make money on their loan.

The boys and girls made charts of their own 'self images' and listed what they could produce and what they consumed.

Careers were studied. Various occupations were discussed and we posted pictures of uniforms for special jobs.

We called in parents to tell us about their jobs.

We have a huge scrapbook that lists all of our knowledges concerning economics. We have all worked in it and continue to do so.

In our huge book on economics we have the only detailed procedures that have taken place since the beginning of the greenhouse. We have the dates above each day of progress and what actually took place. We talked to the workers and have a vast knowledge of names of tools used, etc.

Our room is still run as a community with community helpers as in a city situation. We sign in each morning and sign out each night on time cards. Our math is based on days we work; and if we sign in or out incorrectly, we lose pay.

We ran two factories, a shrink art factory and a pin factory. Work was done both individually and by a production line. Commissions were given, top sales bonuses, etc.

Puppets were made, and a puppet production was given for a high school speech and drama class.

(Activity designed by Helen Lloyd.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Consumer & Homemaking Fine Arts & Humanities Health Marketing & Distribution Transportation	Business & Industry Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences Role Models	Field Trips	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

SPECIAL
EDUCATION
K–6

CAREER MINI UNITS HIGHLIGHT SPECIAL EDUCATION

Farmington, Maine

Objectives

Primary special classes in Farmington use many mini career education units to provide valuable real-world learning experiences for the children.

Process

In a unit of fire prevention, the students learned the location of the local fire station, duties of firemen, ways to prevent fires and how to report a fire. Activities included a trip to the local fire station, viewing filmstrips on fire prevention and the job of a fireman. The children also role-played reporting a fire. A "hands-on" activity was the making of small models of firemen with the telephone number of the local department on the hat to be kept near their home telephones. The assistant fire chief in Wilton spoke to the children.

In a unit of "federal and state government," the pupils learned about officials at both levels of government, how they are chosen, and some basic ideas about laws and governmental jurisdiction. The children role-played and made up games with questions pertaining to government. The highlight of this unit was a field trip to Augusta to visit the House, Senate and the Blaine House.

This unit centered on teaching the students how to plant and care for small gardens. The children learned how seeds develop and the effect of temperature, light and climate on plant growth. The class made charts on tools, types of plants grown in this area, seed development, and various stages of plant growth. The class planted various kinds of seed, experimented with a gro-light, sunlight and dark, and eventually transplanted some of their plants in the school yard.

Other units designed for Primary Special Class use include:

Individual Jobs within the Classroom.
Industry and Career Opportunities in Maine.
How We Get Maple Syrup.
Community Helpers.
Occupation of Parents.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Consumer & Homemaking Manufacturing Public Service	Business & Industry Government Agencies	Curriculum Enrichment	Field Trips	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

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MISC.
K–6

GESTETNER MACHINES HELP K-6 KIDS LEARN ABOUT PUBLISHING

Gestetner Corporation
Gestetner Park
Yonkers, New York 10703
G.S. Barnett
(914) 968-6666

Circumstances

In 1969 the first Career Awareness pilot program in the U.S. was introduced in five elementary schools of the New York City Board of Education by the Industrial Arts Bureau. Initially designated as the Communications Workshop, the program later became known as the Publishing Activities Concept (PAC). This program motivates learning and establishes in the children's minds reasons for reading, writing and performing all related functions required to publish their own writing and art work. Says Herb Siegel, Director of the IA Bureau, "Children can try out many roles—illustrator, layout artist, paste-up compositor, machine operator, writer, editor. Such experiences open their eyes to new career opportunities." Interdisciplinary involvements with other subject areas are unlimited.

Objectives

Basic graphic arts concepts and practices, which include preparing copy, editing, proofreading, layout, printing, making stencils, stencil duplicating, folding and binding are explored. Prior to "hands-on" activities, a variety of subjects, such as consumer education, career awareness, current events, short stories, poetry, space exploration and mathematical puzzles, are discussed with the class. This interdisciplinary approach gives students material to use in their writing and encourages reading.

The class is then engaged in research and gathering of material for publication using newspapers, magazines and other resources. Pictures, unique lettering, symbols, captions and paragraph heads may be cut out and used for copy paste-up. The teacher reviews the written work, correcting spelling, grammar, punctuation and other pertinent matters. In PAC the students prepare the paste-up by arranging copy, drawings, headlines and other material in accordance with the format they select for the publication, using the same techniques employed in the production of professional publications, but supervised by a teacher.

The equipment used in the PAC program consists basically of the Gestetner Stencil Duplicator, Model 420 II, the Gestetner Electronic Stencil Imager, Model 444 and the Gestetner Quick-Bind System.

The Gestetner Stencil Duplicator used in the PAC module is a silk-screen dual-cylinder system designed and constructed on the principle of the modern printing press. Printer's style paste ink is fed directly from the original tube container to the ink distributing rollers. Color-coded controls make the operational sequence easy to follow, so children do not have to master any special skills to become "printers."

The Gestetner Electronic Stencil Imager, an essential component of the PAC module, "reads" every line and dot on an original and transcribes it in every detail as a reproduction image, ready for immediate run-off on the Gestetner Duplicator. The "444" will make detailed facsimile repro-images directly from anything typed, drawn, written or printed, even clippings containing screened half-tones.

The Gestetner Quick-Bind System is a simple and speedy method of converting a sheath of loose papers into pages of documentations, reports or reference guides. The end product will be professionally bound syllabi textbooks and manuals.

In the PAC program, after the pupils place their copy in the electronic stencil-imager, it is soon ready for the duplicating machine. The resulting stencil is placed on the Gestetner duplicator. The automatic counter on the machine controls the number of copies produced. Pages are collated, either by hand or machine, and the students then bind the materials.

Outcomes

This simulation of the world of work in PAC develops an awareness of the many careers involved in and interrelated with the communication media. Evaluations of participating groups compared with control groups, and comparisons of the anticipated growth of these groups and their actual growth, show that this program has had a beneficial impact on student achievement. Not only does the PAC concept improve reading scores but, because it is so motivational, the "hands-on" aspect of the program helps children build a healthy self-image as well as allowing and encouraging them to develop language arts skills—what Career Education is all about.

(Reprinted from Industrial Education Magazine, Sept., 1976.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Fine Arts & Humanities	Business & Industry	Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Leisure Self Concept	

MISC.
K–6

RESOURCE PEOPLE ENRICH ELEMENTARY CLASSROOMS

Mr. Kerry Keenan
Portland Street Elementary School
St. Johnsbury, Vermont

Objectives

The main objective at the elementary level is to bring resource people into the classroom to show the students where and how the things they learn in school are used.

Process

Mr. Keenan, Principal of Portland Street Elementary School, tries to make learning as real as possible for his students. If a class is learning about steam or heating systems, Mr. Keenan advocates talking to the custodians at the school. He cites parents and older students as a source of valuable information for the elementary student.

Portland Street Elementary also encourages students to carry out an occupational project in which a student selects a job and then finds out the requirements and responsibilities involved. After studying the occupation, the student visits or "shadows" a person in the position selected and brings back tapes and slides to share the experience with the rest of the class.

Another method of infusing career education into the regular curriculum is the Bag Lunch Program. In order to set up a brown bag lunch with a person in whose occupation they are interested, students must employ and refine many skills such as phone directory usage, phone contact, writing and note-taking, and correct grammar.

Outcomes

The program is extensive and successful. Representatives from the schools have said they are excited about the enthusiasm of the community and students in career education projects.

(Taken from "Session 136, Resource People in the Classroom," *Career Education: A Collaborative Effort,* report on Commissioner's National Conference on Career Education, 1976, USOE, NIE, Washington, D.C., p. 32.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Parents & Other Individuals	Curriculum Enrichment Speakers Role Models	Exploration	Attitudes & Values Career Planning Environment Self Concept	

MISC.
K–6

STUDENTS ENJOY ACTIVITIES OF SELF-EXPRESSION

Geneva, Ohio

Circumstances

Spencer Elementary teachers and students have been very involved in the self-development and self-awareness area of the program. The students seem to enjoy the activities in which self-expression is used and they afford teachers the opportunity to better understand the students.

Process

All classes and students at Spencer had at least one "hands-on" assembly line project and many had more than one. The sixth grade students became quite interested and involved in the study of electricity which culminated with each student constructing an electric game board. These same students also made their own wrapping paper and greeting cards using block printing. A test indicating each student's interest aided the teachers in selecting and organizing activities for each student.

The Career Education activities kept the fifth graders busy all during the year. In addition to their regular classroom projects, all fifth graders made candles at Christmas and a recipe holder for Mother's Day. They visited the Vega Plant at Lordstown and also spent a day at the Geauga County Historical Museum at Burton, Ohio where they learned about the maple sugar industry. The last six weeks were spent on a newspaper unit which provided each student with a daily Cleveland Plain Dealer and a promised trip to the facilities of the newspaper.

The second graders were active as they studied community helpers, paid a visit to the General Post Office as an ending to the unit of study and made Career Education a real part of their everyday work. They all enjoyed the D.V.S.O. Puppet Kit and the different activities it offered. These youngsters kept their hands busy also and the finished products included felt Santa Clauses, candy jars, horses and homemade cookies, which they prepared, baked and ate in their classroom.

A variety of projects, speakers, and experiences were found at the fourth grade level. All students visited True Temper Corp. and Fischer-Spiegel Co. Numerous assembly line jobs were undertaken. Some of these were felt doorknob covers, cork pins for Mother's Day, plaster of paris hand prints, hanging flower pots, styrofoam wall plates, pressed tree ornaments, individual flower and vegetable gardens and Holly Hobbies dimensional hangings.

The Career concept was firmly implanted at the Kindergarten and first grade levels. The Kindergarten set up a "home" environment and experienced the division of labor found in their everyday lives. They also created a "mesh ball" candleholder through a "hands-on" approach.

The first grade teachers involved their students in an assembly line project with the finished product being a candle and candleholder. These students were exposed to the "division of labor" and job dependency concept as they organized crews, selected tasks, assigned jobs and accomplished assigned tasks, such as housecleaning. The big thrill of their farm unit was a trip to the Lake County Animal Farm and a hayride.

A wide scope of ideas were covered in third grade. The Career Education ideas were incorporated into all areas of study. Several major projects were undertaken and ended with great success; the "sweetest" of which was a candy making and eating experience. Some of the others were felt butterflies and plaster of paris candle molds, wooden hand-painted key chains, Mother's Day gifts and individual gardens. (Dixie Hamilton, Spencer Elementary)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Consumer & Homemaking Fine Arts & Humanities Manufacturing	Business & Industry Government Agencies	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Economic Understanding Environment Leisure Self Concept	

MISC.
K–6

"HOLIDAY SHOP" PROVIDES CAREER ORIENTATION

Dayton City Schools
348 West First Street
Dayton, Ohio 45402
Robert Rammes
(513) 461-3850

Objectives

The Career Motivation and Orientation staff helps students at Highland Elementary School organize an operating business to teach them about various occupations by providing them with an opportunity to participate in them.

Process

In the fall the school becomes a manufacturing, retailing and consumer-oriented center. Managers, clerks, security guards and many office jobs are posted and filled as the "Holiday Shop" opens and retailing begins. The substantial profit from this enterprise is used to defray expenses of the spring camping program.

In the spring, Highview opens its 23-acre land laboratory to Dayton's primary students with the purpose of making these students aware of concepts, values and attitudes basic to outdoor careers. Fourth-eighth grade students prepare indoor and outdoor activities including puppet shows and learning games. Students are also trained as tour guides for the land lab.

(Excerpted from "Keeping In Touch," Dayton's Career Education Bulletin, Feb. 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Hospitality & Recreation Marketing & Distribution	Government Agencies Parents & Other Individuals	Curriculum Enrichment Work Study	Field Trips	Attitudes & Values Economic Understanding Environment Interpersonal Relations Leisure	

MISC.
K–6

SYRACUSE BUSINESS COMMUNITY SUPPORTS ELEMENTARY PROGRAM

Syracuse City School District
Syracuse, New York

Circumstances

The Life Centered Curriculum of the Syracuse City School District is essentially a reorganization of the present elementary curriculum to include career education as an integral and inseparable component of the total educational process.

Objectives

The Life Centered Curriculum program begins in kindergarten and has its major emphasis in the sixth grade. It is designed to increase awareness of local career opportunities through audio-visual displays, to allow "hands-on" experiences in follow-up classroom activities. Part of the program takes place in an elementary school building and serves 90 sixth-grade classes and 95 fifth-grade classes each year.

Process

The Life Centered Curriculum program has as its main thrust the introduction of the career education concept in the elementary grades with the cooperation of businesses in the Syracuse area. A major thrust of the program begins in the fifth grade with a unit entitled *An Introduction to the World of Work.* This is a student workbook that allows students to complete a self-assessment program, to develop an understanding of the relationship of school to work, to understand the meaning of work in our economic system, and to build a vocabulary of terms related to the world of work.

In the sixth grade, students are given a more intensive program. They begin by reviewing the fifth-grade workbook and are given some additional instruction, on management, the Social Security System, and other related topics. Then each classroom, in turn, makes two full-day visits to the Career Center, and the Skills Center, which are located in two adjacent classrooms at the Franklin School, where the traditional furniture has been removed to make space for the centers.

For the first half-day, students work in the Career Center, which contains 17 walk-in study carrels furnished by Syracuse headsets, and a tape that directs activities in the booth. Pictures, "hands-on" materials, and worksheets are provided for each student. The booths include descriptions of the General Electric Company, Western Electric Company, Niagara Mohawk Power Corporation, the Police Department, auto work, and other careers, selected for their relevance to available jobs in Syracuse.

The students spend 10 minutes in each booth, reading material, trying out tools or uniforms, and listening through earphones to a description of the career.

During the remainder of the first day and all of the second day, the students work in the Skills Center across the hall from the Career Center. The Skills Center is equipped with seven different interest areas: a woodworking shop; a sewing area; an area equipped with electric typewriters; adding machines; cash registers; a restaurant operation; and a health center (with hospital bed and life-sized dummy). The purpose of this center is to give each child "hands-on" experience, a chance to work with real tools and equipment.

A workbook provided to students in the Skills Center provides problems to work using adding machines, cash registers, and typewriters. The two sewing machines are in constant use, and help is always close by. The hospital bed and life-sized dummy allow students to practice medical tasks, such as taking a pulse. Woodworking is taught by having the students construct a birdhouse, using instructions from the workbook.

After the students finish their two days at the Skills Center, they return to their classrooms with a footlocker filled with printed brochures describing careers. Each footlocker also contains individualized information produced by the project on most of the major careers. Students are provided with an individualized career study unit, in three versions, color-coded according to the ability level that is required for each. Each study describes the nature of the work, the requirements, the working conditions, and advantages of doing this kind of work. It also contains multi-media equipment and related materials.

During implementation of this follow-up program, the teachers of each class direct the activities and decide, on the basis of their own background and that of the class, what shape the program will take. Resource materials are also provided for teachers to use in planning activities.

Center visitation is an activity in the "Occupational Clusters" unit of the Life-Centered Program.

History of Facilities Development

Career Center and Skill Center were originally funded by the U.S. Office of Education Vocational Education Acts Amendments in 1970 under a proposal entitled "Guided Occupational Orientation Program."

In the spring of 1972, after reviewing the success of this program, the Committee of School District Personnel wrote and submitted to USOE a proposal entitled "The Life-Centered Curriculum

Program." The proposal was written in competition with other school districts in New York. The planning committee included parents from each elementary school, and 25 local business people. Funding was given for two and one-half years.

Representatives of local business and industry, parents, and various community groups were enlisted as members of an Elementary Curriculum Revision Team to add perspective to the program; the community at large provided resource persons, teaching materials, field trip sites, consultants, and advisors to help establish the program.

Franklin School was chosen to house the Centers because more space was available there than at other schools. The program staff did not consider any other options for housing the program because the classrooms needed were available and involved no cost. One consideration was that the classrooms chosen should be near one of the building's exits, to avoid unnecessary disruption of regular classes. In fact, however, the Career Center can be easily moved into any standard-sized classroom.

The Skills Center was first housed in a large trailer; it was considered most effective and efficient to take it around to the schools. However, there were problems associated with the trailer. It depended on a gas generator for power, which posed a problem during the gasoline crisis, and a special truck was needed to haul it around. Arrangements had to be made with city officials to design routes that could accommodate this large vehicle's movement from one school to another, and it was sometimes difficult to find an adequate space for parking at a school. In addition, there were moving fees, and, because the trailer had had much wear, maintenance costs began to rise. The program staff then decided to house the Skills Center in classrooms that were available because of a decline in the area population. This arrangement has worked well: students are bussed to the Career Center and they then move to the adjoining classroom to visit the Skills Center.

The physical installation of the two centers was quite easy. There were no aspects of the planned activities that required the district to comply with special requirements for lighting, ventilating, etc. The many pieces of equipment that are used (sewing machines, typewriters, etc.), plus the tape recorders used in each of the carrels at the Career Center, required the addition of electrical outlets. Plywood partitions were built by a school employee for the Career Center carrels. No other physical construction or modification was necessary. In fact, with installation such a relatively simple operation, the staff is considering moving the program centers to classrooms in another school next year.

The Skills Center contains the following equipment:

1. Two tables for woodworking with storage below containing hammers, handsaws, "C-clamps, planes, nails, etc.
2. Two sewing machines
3. Two electric typewriters
4. Two adding machines
5. A hospital bed with a life-sized dummy
6. Three cash registers
7. A portable oven for baking

Equipment was donated by several local businesses. Niagara Mohawk (the New York Power Corporation) provided a Career Wagon containing samples of equipment used by the company and lessons in how to use it. General Electric sent six engineers to teach and show movies and slides. Fully equipped and constructed booths were donated by Westinghouse and Niagara Mohawk Power Corporation. The school district provided one booth and the remaining 16 were built by the school district. These included materials donated by various businesses and industries represented in the Syracuse area.

Outcomes

Essentially, the Life-Centered Curriculum is based on the goals listed by the New York State Board of Regents, and on the USOE K-12 Career Awareness Model. Curriculum units were written by a group of 100 district teachers. In some cases, the curriculum units were refined or rewritten in response to community feedback. Community involvement in the program has been and continues to be a highly important element contributing to its success.

The district has officially adopted the Life-Centered Curriculum. As of the 1975-76 school year, two staff positions will be supported by district funds. District supervisory personnel will oversee the program, which will continue to operate in the Franklin School classroom until the staff chooses to move it. The Career Center and Skills Center operations have been successful and will be continued without change in the immediate future.

(Reprinted from *Facilities Handbook for Career Education,* NIE Papers in Education and Work: No. 2, by William B. Gill and Ann W. Luke, System Development Corp., Santa Monica, Calif. Washington, D.C. 20208: U.S. Dept. of HEW, Oct., 1976, pp. 190-193.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Government Agencies Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences Role Models		Attitudes & Values Career Planning Economic Understanding Environment Interpersonal Relations	

Chapter VI

COOPERATIVE AGREEMENTS 7-9

7–9

NINTH GRADERS OPERATE PEANUT BUSINESS

Fairfield High School
Langdon, Kansas

Circumstances

A teacher of a ninth grade class in Langdon, Kansas, wanted a class project which would demonstrate business strategy as well as familiarize the students with banking procedures, such as deposits, loans, and checking accounts. The teacher contacted the First National Bank with the idea of having other students borrow money for a small business enterprise, running the business for a designated period, and paying off the loan. With the bank's approval, the teacher discussed the project with her class, which decided on entering the peanut business.

Objectives

The following objectives were met in the project.

1. To experience buying and selling, profit and loss, and borrowing and returning money.
2. To make students aware of the subtleties of the laws of supply and demand and a feeling for their power as these forces work to establish price in the market place.
3. To allow students to make decisions concerning finance.

Participants/Linkages

First National Bank of Hutchinson, Kansas.

Process

In 1976, a ninth grade class of 24 students was studying elementary business strategy concerning bank deposits and check-writing. Practicing the writing of checks and keeping the balance of the account on hypothetical business problems appeared to initiate very little interest among the students. The teacher, after consulting with a bank representative of a nearby city, suggested a money-making project to the students who spent numerous hours deciding what type of business to enter. Rejecting the purchasing and selling of mums at the high school homecoming as a one-shot venture and the purchasing, popping, and selling of popcorn for lack of a popcorn machine, the students agreed to enter the peanut business.

The students first elected officers of their enterprise. All plans were drawn up to include the entire class; everyone was involved whether he borrowed the money to purchase raw peanuts or whether he packaged and sold the peanuts. The officers and teacher went as a group to consult with the banking representative. The student officers laid out their business plans to the banker with the teacher acting only as an observer and co-signer. As a result of the visit, the officers received a one hundred dollar loan to purchase raw peanuts for processing and sale. While at the bank they opened a checking account and received checks and a record book.

The following week the purchasing unit of the class went to a local farmer who had acres of planted peanuts for sale. As part of the bargain to buy peanuts, the farmer agreed to visit the class and tell about planting and farming peanuts.

Although the majority of students were from farms, the raising of peanuts was new to most of them. Throughout the project, every student visited the farm where the peanuts were raised and stored.

After the initial purchase was made, all students were assigned pounds of peanuts for roasting and salting. Class time was set aside on Friday for the sacking of roasted peanuts to be sold at the evening football or basketball games. Everyone worked sometime on all the business functions—purchasing, processing, selling, writing the checks, depositing the money, etc.

From September through March the students' business loan had been repaid and the peanut enterprise netted a profit of $500. In addition, the entire class had engaged in an actual work experience which required completing job tasks on time, accepting responsibility, practicing business standards, working in an organizational structure, and understanding levels of responsibility associated with various job roles.

Problems

1. Since the sale of roasted peanuts at games was new, the students had little experience in sales with a competitor.

2. Parents donated the energy required to roast peanuts in ovens. Paying for this energy might have cut down the profits.

3. The janitors who cleaned up the gymnasium after a game found the peanut shells more of a problem than paper cups for soda or wrappers for hot dogs.

Outcomes

1. The students enjoyed their success in preparing and selling a product to the public.
2. Some of the students could grasp the concept of supply and demand.
3. The students demonstrated in a group task that completion of the job often depends on cooperation.
4. The students exercised human relations skills in buying from adults and selling to their peers.
5. The students became familiar with the occupations of banker and farmer.
6. The students realized that some aspects of the enterprise, such as sacking the peanuts, was more challenging to them as individuals than other aspects, such as selling the peanuts.

Evaluation

Each student was asked to do the following:

1. Demonstrate the ability to write checks and balance the checking account . . . 100% could do this.
2. Explain verbally the process of buying raw materials and turning them into a marketable product . . . 100% could do this.
3. Make verbal decisions concerning hypothetical business situations and defend them . . . 60% could do this.
4. Identify jobs according to designated tasks . . . 80% could do this.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Marketing & Distribution	Business & Industry Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Speakers Hands-on Experiences	Field Trips Work Experience	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	

7–9

GOOD TRANSPORTATION HELPS CAREER EDUCATION

Geneva, Ohio

Circumstances

Organization and cooperation are necessary to successfully transport large groups of students to educational sites outside the school. Some Career Education activities at the Geneva Junior-Senior High School have involved transportation of more than 300 students.

Objectives

Field trips at the junior high level allow students to observe and explore occupations in the world of work.

Process

Representative examples of effective field trips dependent upon transportation follow:

- Eight graders journeyed to the Willoughby Fine Arts Center and enjoyed an operatic production of Hansel and Gretal.
- The Geneva True Temper plant hosted a tour of its facilities for eighth grade students, enabling them to observe the entire operation of the plant, which makes golf club shafts and tennis rackets.
- Visits by home economics students to the Hough Bakery, where the bakery's catering department provided brunch as a finale to the tour.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups	Curriculum Enrichment	Field Trips Exploration	Career Planning Economic Understanding	

7–9

EIGHTH GRADERS FIND "IT'S A SMALL WORLD"

Geneva, Ohio

Circumstances

A group of Geneva eighth graders, participating in a mini-class entitled, "It's a Small World" recently visited local farms and related industries.

Process

The class of 25 students, along with their teacher, James Deering, worked collectively to set up the entire trip. Prospective farms and farm related businesses were contacted and an itinerary was set up by the students one week prior to the trip.

Schuerings Farm, Penny Creek Dairy Farm, the Perry Cider Mill, Armington's Beef Farm and Reger's Eagle Hill Orchard were four stops that highlighted the students' trip.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry	Curriculum Enrichment Employment Information	Field Trips	Attitudes & Values Career Planning Economic Understanding Environment	

7–9

EIGHTH GRADE AGRICULTURE CLUB PLANTS TREES

Geneva, Ohio

Circumstances

The Agriculture Club was started last fall when several students indicated an interest in the vocational aspects of agriculture. Mrs. Helen Scheuring of Footville, and teacher James Deering, have met with the 32 eighth graders in the club every Wednesday since September.

Linkages/Participants

City of Geneva.　　Farm equipment dealers.
Representative from the Agriculture, Stabilization and Conservation District.

Process

The students recently planted 25 trees around the tennis court area behind the high school. The trees were furnished by the city of Geneva.

The club, in addition to the tree planting project, has participated in a cow judging contest and a safe tractor driving course.

A highlight of the tractor operating course occurred when students demonstrated what they had learned on tractors supplied by Horner Tractor Sales of Geneva, Frank's Tractor Sales of Austinburg, and Fortier's Implement Sales of Harpersfield. Comments Mrs. Scheuring, "The students really enjoyed driving the tractors and the dealers who furnished the tractors really deserve a lot of thanks."

Mrs. Scheuring commented further on her activities in the club, "It has been a pleasure working with the students this year. Geneva now has a Vocational Agriculture course as a result of the Agricultural Club.

Robert Cotterman of The Agriculture Stabilization and Conservation District also has shown slides on foreign countries and agriculture. Accompanying Cotterman was his brother, Lee Cotterman, who has been an Ambassador for U.S. Government in several foreign countries.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Equipment Provision Hands-on Experiences	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

7–9

NINTH GRADERS SET UP NURSERY SCHOOL

Defiance, Ohio

Objectives

As part of the child development unit of ninth grade home economics classes, students observed and directed preschool children to increase their knowledge of the preschoolers' behavior and reactions.

Linkages/Participants

The nursery school at Four-County Joint Vocational School.

Process

After studying the different characteristics of preschool children, the girls took a field trip to the nursery school at Four-County J.V.S. There they had the opportunity to actually observe the behavior of preschoolers and also find out how to plan and operate a nursery school.

As a climax to the unit, the students set up their own one-day nursery school. They planned games, learning activities, entertainment, and refreshments around a "Winnie the Pooh" theme. Then each girl brought in one preschool child for the day. It was a good experience for the girls in caring for children and planning suitable activities for them.

Outcomes

The unit and its activities encompassed areas related to self, decision-making, and the world of work.

(Activity designed by Deb Riedel.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking	Secondary Education Parents & Other Individuals	Curriculum Enrichment Program Planning Equipment Provision Hands-on Experiences	Field Trips	Attitudes & Values Career Planning Decision Making Self Concept	

7–9

JUNIOR HIGH SPONSORS CAREER NIGHT

Hilliard, Ohio

Objectives

Britton Junior High School Parent-Teacher Organization sponsored a Career Night at which representatives from various fields and professions made presentations to acquaint students and their parents with their careers.

Linkages/Participants

Computer specialist from Compu-Serve Network, Inc.
A representative of the U.S. Army Recruiting Center.

A junior high school coach, who spoke about athletics.
A representative of the Moni Modeling Agency.
Radio disc jockey.
Staff member of Orient State Institute who spoke on health careers.
A welding inspector who provided information about several trades.
A veterinarian.
A marine biologist.
An extension agent.
A faculty member from the Ohio State University Department of Agriculture.
A hair stylist.
A race car driver.
A police officer.
A photographer.
An expert in applied technology from Batelle Columbus Laboratory.
A manufacturer of earth moving equipment.

Process

Students and their parents were allotted time to visit three sessions of their choice.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Communications Media Construction Hospitality & Recreation Manufacturing Marine Sciences Personal Services Public Service	Business & Industry Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Speakers Career Day Role Models		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Leisure	

7–9

SHOP CLASSES WORK AND LEARN

Geneva, Ohio

Objectives

This simulated project was designed to make students aware of the internal environment within industry.

Process

Eight grade industrial arts students experienced a simulated industrial production line project under the direction of their shop teachers. The boys made "Geneva Eagle Bulletin Boards" which were very popular with all the students.

Each class period was considered a shift and within each shift, there were five production lines. All boys not assigned a specific job were placed in the unemployment office until a job became available.

When an absence occurred or a student was not doing his job, he was replaced by a student from the unemployment office.

The shift assignments were made so that each student would experience all phases of the production line. By requiring this type of job assignment, the boys realized the interdependence of each phase of the process and the need for quality workmanship.

From time to time, the boys also experienced lay-offs from the production line, breakdowns, material shortages, and slowdowns in production.

The entire project was set up as closely as possible to a real industrial experience including the many internal problems caused by someone's carelessness, lack of accuracy and problems arising from other than human errors.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing		Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Career Planning Interpersonal Relations Self Concept	

7–9

LET'S FORM A COMPANY

By Eugene K. Moulin, Ph.D.

Beginning with the assumption that involvement is the key to the success of any educational effort a brand new business has popped up in the suburban community of Carlisle, Ohio. You won't find the neophyte company on Central Avenue or any other business avenue for that matter.

You'll find the new company, which produces ring toss games, in Carlisle Junior High School, where local eighth graders are busy at work.

The Eighth Grade Interdisciplinary Manufacturing and Mass Production Unit is the title of a new Career Development project at the junior high school. But the kids call their company The Liberty Toss Company, a name conceived by the "Name the Company" contest.

What is unique about this company? Well, if you're one of 214 eighth graders and take any classes at all, you are involved in the industry. Every eighth grade subject covers one aspect of the workings of a real company. Classes include industrial arts, home economics, English, math, science, American history, art, physical education, and music.

The actual production of the game began in the industrial arts class. Following research and development came production planning and control. Specific jigs and fixtures on machinery were designed for an assembly line. Next, job applications were taken from shop personnel to decide who would get what job on the line. From the industrial arts department the ring toss games went to the home economics classes for packaging. Much the same planning process as before went into the assembly line packaging operation. The English classes, meanwhile, planned the marketing aspect, including advertising, public relations, sales reports, and stock sales. The math department had to worry about the financial end of the production operation. Determining the cost of raw materials, keeping financial reports and records, computing profits, and paying stock dividends were a few of their chores.

Science classes researched the materials used for the game, testing and analyzing the wood and different finishes.

While all of this was going on, the American history classes studied the national economic system as they formed the official corporation structure, setting up a board of directors and lower positions. Art classes designed and prepared ads, displays and stock certificates, while the physical education department developed an activity related to the project.

That left the music department, which was responsible for writing the words and music for an advertising jingle.

"Children discover early in their school experience that most of what they learn inside of school is segregated into neat subject area packages but in the real world their subject areas are blended together," states Carlisle's project director Jim Gilbert. If involvement in one's own learning is what education is all about, the Carlisle eighth graders are getting just that.

(Reprinted from *Today's Catholic Teacher,* Sept., 1976.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Fine Arts & Humanities Manufacturing Marketing & Distribution		Curriculum Enrichment Program Planning Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Economic Understanding Interpersonal Relations Self Concept	

7–9

JUNIOR HIGH STUDENTS TAKE WEEK LONG FIELD TRIP

Clay County Board of Education
Clay County, Kansas

Circumstances

Educators from rural Clay County, Kansas, reported information about a unique career education activity which they recently organized to the Cashmere (Washington) Career Education Project, offering it as a potential model for similar units in other rural areas.

Objectives

The activity involved selecting several junior high school students to go on a week-long field trip through eastern and Central Kansas in order to interview and observe people in occupations not found in the Clay County area.

Linkages/Participants

Governor of Kansas.
Goodyear Tire and Rubber.
Topeka Police Department.
Hallmark Card Company.
Kansas University Space Research Center.
Iowa Beef Processing Facility.
Hazelwood Box Company.
Hedges Neon Signs.
Beech Aircraft.
Westinghouse.

Process

Students first traveled to Topeka where they were guests on a local news program; visited the governor; toured the Goodyear plant, the Topeka Police Department, and the Hallmark Card Company.

From Topeka the students traveled to Lawrence where they went on a tour of the Kansas University Space Research Center. Then they moved on to Emporia to visit the Iowa Beef processing facility. Finally the students traveled to Lindsborg, McPherson, and Salina and visited the Hazelwood Box Company, Hedges Neon Signs, Beech Aircraft, and Westinghouse.

At each stop students interviewed people involved in the various occupations represented, took photographs, and did other career research. The material gathered by the group will be used by Clay County teachers and students in years to come.

(Reprinted from "Communicating Successful Career Education Practices to Rural Schools," Career Education Project, Cashemere, WA 98815, No. 7, Sept., 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Manufacturing Marketing & Distribution Public Service	Business & Industry Government Agencies	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

6–8

STUDENTS ENJOY "HANDS-ON" EXPERIENCE

Dayton Board of Education
348 W. First St.
Dayton, Ohio 45402
Robert Rammes
(513) 461-3850

Objectives

By spending a day performing the various jobs necessary to the operation of a fast food business, students increased their knowledge of the world of work.

Linkages/Participants

The Roy Rogers Family Restaurant.
Pam Taucher, manager

Process

Twelve 6th, 7th and 8th grade students from Belmont Elementary School spent the day at the Roy Rogers Family Restaurant learning the ins-and-outs of the fast food business. Under the very able and most willing direction of the manager, the students learned how to ring up the charges on the cash registers while others learned how to help serve tables when necessary and how to clear them to make them attractive and neat for the next customer. Some students were even given a chance to slice the beef for sandwiches while others acted as hosts and/or hostesses. They were even shown how the unglamorous jobs of sweeping the floor and cleaning counters were important to maintain an attractive healthful eating place. All learned much and, although tired from the working day (10 a.m. to 3 p.m.), went home happy. The comment of one of the Belmont girls summed up the working experience most appropriately: "This is fun. I wish we did this more often."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marketing & Distribution	Business & Industry	Curriculum Enrichment Employment Information Equipment Provision Hands-on Experiences	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

7–9

MATH CLASS BUILDS TROPHY CASE

Farmington, Maine

Circumstances

The project to build a new trophy case for Mt. Blue High School grew out of a study on linear measurement in a pre-vocational math class at Mt. Blue High School.

Objectives

The ninth-grade class decided they could build a needed trophy case.

Linkages/Participants

Local businesses and resource people.

Process

Groups took on various responsibilities of drawing plans, studying trophy cases, pricing materials, and estimating costs. Each phase of construction and finishing was carefully studied. Much use was made of resource people and small trips to shops or the vocational wing at the high school. Tools and proper use were considered.

All construction took place in the classroom with the exception of the sliding glass doors. These were cut and fitted at the glass company with a delegation from the class attending.

Some 20 to 30 occupations were at least touched on. These varied from draftsmen, lumberyard workers, and carpenters to cabinet makers, electricians, and glass cutters.

Outcomes

Evaluation showed students more aware of their own talents. They had a good understanding of volume, square feet, and developed ability for precision measurement. Class discussion indicated a good understanding of various careers in the building trades.

An important outgrowth of the project was the plan to combine the pre-vocational math class and the industrial arts class into a double period, using a team teaching approach.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction	Business & Industry Parents & Other Individuals	Curriculum Enrichment Equipment Provision Hands-on Experiences		Attitudes & Values Decision Making Interpersonal Relations Leisure Self Concept	

7–9

EIGHTH GRADERS STUDY SOCIETY

Stow, Ohio

Circumstances

Eighth grade students are involved in a year-long career awareness program. Study of the world of work is divided into various units.

Objectives

The program includes many activities involving speakers and field trips to acquaint students with experiences they will face as members of the working society.

Process

One unit was on consumer education. The students learned valuable skills such as how to plan a budget, how to open checking and savings accounts, and how to balance budgets and to write checks. They also studied consumer fraud and protection.

Students talked with several resource people, including a police detective, a county juvenile caseworker and the mayor of Stow, during their unit on law and the individual.

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For their unit on the world of work, the students took field trips to the Lawson's plant and the Goodyear Tire and Rubber Company to observe the working situations. A representative from the Ohio Department of Employment Services was a guest speaker for that unit.

Death and dying was the subject of another unit. Students read several books on the subject by Elizabeth K. Ross, M.D. The class sent questions to a student of Ms. Ross and planned a Portable Conference Telephone call to that student. The director of the Redmon Funeral Home spoke to the students about preparation for death and funeral arrangements and provided them with pertinent information that one should know when faced with a death.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Consumer & Homemaking Manufacturing Marketing & Distribution Personal Services Public Service	Business & Industry Parents & Other Individuals	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Economic Understanding Interpersonal Relations Self Concept	

7–9

FRESHMEN OBSERVE PEOPLE WORKING

Stow, Ohio

Objectives

Through the Career Education program, Stow freshmen are observing people at work in careers in which they have expressed an interest.

Process

Girls interested in cosmetology visited the Hudson vocational program. Some had their hair styled, nails manicured, and facials given by the Hudson cosmetology students. They learned about the type of training one needs to be a cosmetologist and observed the skills required for this kind of career.

Interested students explored the field of commercial art. These students went to the Cuyahoga Falls commercial art vocational program. They learned about job opportunities in the field of art and talked with students about their projects.

Those interested in the field of aviation visited the Akron Municipal Airport. They viewed filmstrips and discussed single-engine planes. They talked with a mechanic who showed them his tools and explained the kind of work he does.

According to many of the students the most exciting part of the trip was seeing a pilot in action. The students went up in planes which flew slowly over the airport and then back. Finishing off the trip the students toured the control tower, where they talked to the traffic controller and observed the instruments he uses.

Cheryl Dowdy, secondary Career Education specialist, said, "I feel that these trips will enable students to make tentative career decisions based on more information than they would otherwise have had. The observational experience and the career guidance sessions will help students choose the proper educational program while in school."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities Personal Services Transportation	Business & Industry Government Agencies Secondary Education Postsecondary Education	Curriculum Enrichment Role Models	Field Trips	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	

SPECIAL EDUCATION 7–9

CAREER EXPLORATION IN JUNIOR HIGH SPECIAL EDUCATION

Farmington, Maine

Circumstances

The Special Education program at Wilton Academy incorporated occupational exploration before Career Education became a significant factor.

Objectives

Community resources in this program are used primarily to reinforce academic learning, secondarily to acquaint students with occupational information.

Linkages/Participants

This year's field trips have included:

Forster Manufacturing Co.
Wilton Tanning Co.
Local Stores.
Pioneer House.
Post Office.

Whipit Snowmobile plant.
Nursing Home.
Hospital.
Cafeteria.

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Outside speakers:

Dental Hygienist.
State Trooper.
Ambulance driver.
U.M.F. Home Economist.
Physical Education major.

Process

Students are provided with a continuous program of field trips, work experience, outside speakers, hands-on activities, role playing and other components that relate to their academic activities.

Their work experience projects include:

yard work
painting the skating rink buildings
garage clean-up
housecleaning and other household activities
child care
carpentry
picking apples
work with janitor in school
cafeteria
college cafeteria
cooking
shelf making
bike racks
ski slope clean-up

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Consumer & Homemaking Health Hospitality & Recreation Manufacturing Public Service	Business & Industry Government Agencies Postsecondary Education Parents & Other Individuals	Curriculum Enrichment Employment Information Program Planning Speakers Work Study Equipment Provision Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

7–9

TEACHER

McCORMICK HELPS FOSTER WORK SKILLS AND ATTITUDES

Grocery Products Division
McCormick & Company, Inc.
414 Light Street
Baltimore, Maryland 21202
Howard E. Marshall, Manager
Employee & Community Relations
(301) 547-6218

Circumstances

Among the many programs made possible by the cooperation of community organizations and agencies in Maryland, the McCormick Plan in Baltimore is outstanding. The plan was developed by the Community Involvement Committee of McCormick & Company, Inc., and the staff of the General Henry Lee Junior High School which was located in the inner harbor section of Baltimore. One of the oldest school buildings in the city, the building was demolished in 1975.

Objectives

Initially, the purpose of this effort was to "actively contribute to the education of young people in regard to the world of work and to help them develop the work skills and job attitudes that will give them a place in society." During the 1969-70 school year, these objectives were achieved by utilizing limited company personnel, materials, and services for educational purposes. In addition, limited direct financial assistance was provided for unmet educational needs of students, and organizing visits to the McCormick Division plant.

Linkages/Participants

General Henry Lee Junior High School/Hampstead Hill Junior High School, 101 S. Ellwood Ave.,
Baltimore, Maryland 21224.
William Zukas, Social Studies Dept. Head (Hampstead Hill).
Leon L. Lerner, Counselor (General Henry Lee).
Laureen Ritter, Social Studies Teacher (General Henry Lee).
Karen Reich, Social Studies Teacher (Hampstead Hill).

Process

At the conclusion of the 1970-71 school year, an intensive evaluation of the McCormick Plan resulted in major modifications in the program along with a list of expected student achievement. Students participating in the future would be expected to (1) be able to recognize and demonstrate good job attitudes, (2) be able to demonstrate desirable procedures for job interviews, (3) develop a more positive self-image, (4) on the basis of acquired knowledge of career clusters, select one job for more intensive study and exploration, and (5) improve oral and written communication skills. The program modifications were designed to bring about these results.

Benefits Become Obvious

The first modification involved a series of meetings and exchange visits between company and school personnel which increased the school's understanding of the nature and objectives of McCormick—and vice versa. The second modification called for the development of a series of learning packages for individualized instruction, prepared by teachers in consultation with McCormick personnel during the summer of 1970. The third modification resulted in more meaningful in-plant learning experiences for students, as well as for many of their parents and members of the school staff.

The learning packages, orginally 22 units, can be used by teachers in a regular teaching situation or by students on a self-pacing basis. Now the more than 40 units produced deal with such topics as

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the importance of human relations on the job; the various aspects of seeking, applying for, and obtaining a job; the characteristics and requirements of different jobs; and the various benefits derived from one's job.

During the past school year, some of these units were demonstrated and field tested in conjunction with the Maryland Career Development Project (at Rock Glen Junior High School in Baltimore City). The response of teachers, students, and observers was positive.

The in-plant portion of the McCormick Plan, carefully planned by school and company personnel and parents and students, is especially meaningful. Students spend an entire day at the plant. They have an opportunity to choose a job area in departments such as the Spice Mills, Office Operations, Printing, Maintenance, and Quality Control and to perform as many tasks as they can safely and adequately do. They also have an opportunity to observe the human relations and Multiple Management Philosophy for which McCormick is well known. Discussions, individual and group counseling sessions, and reports related to the in-plant activities become an important part of the students' school work.

Outcomes

Several benefits of the McCormick Plan have become obvious. As a result of their participation, students see the specific relationship between their present school work and the possible options open to them after they leave school.

Company employees, as they describe their work to students and teachers, often develop a sense of accomplishment not only as workers who can demonstrate exacting job skills but as contributing teachers in the vocational preparation of others.

Finally, teachers and counselors develop greater understanding of the various factors which lead to job satisfaction and success, along with ideas on how they can enhance those factors in the classroom.

(Reprinted from "Community Resources for Career Education," by E. Niel Carey and Howard E. Marshall in *American Vocational Journal,* December, 1973.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Equipment Provision Hands-on Experiences Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	Full Time Part Time

7–10

CAREER EDUCATION INFUSED AT GRADES 7–10

Geneva, Ohio

Objectives

The concepts of Career Education will be incorporated into the Secondary School Curriculum at grade levels 7-10.

Linkages/Participants

Area businesses, industries and labor organizations.
Ashtabula County Joint Vocational School.

Process

Career Orientation in grades 7 and 8 involves bringing together broad categories of occupations into the appropriate curriculum subjects. The United States Office of Education has grouped the thousands of jobs which exist into 15 clusters of related fields:

1. Agri-Business and Natural Resources
2. Business & Office
3. Communications and Media
4. Consumer & Homemaking
5. Construction
6. Environment
7. Fine Arts & Humanities
8. Health
9. Hospitality & Recreation
10. Manufacturing
11. Marine Science
12. Marketing & Distribution
13. Personal Services
14. Public Service
15. Transportation

The foregoing career fields are interwoven into the subject matter at the 7th and 8th grade levels in an effort to allow students determine their own interests as related to a particular type of work or profession. The goal is not to force students into a decision, but merely to provide them with information about many different kinds of jobs and careers.

Approximately 107 speakers came to the secondary school classrooms to talk to students about specific types of work. A Career Day was also held in the spring to allow 7th and 8th grade students to hear about specific occupations. Career Day involved 32 people from the community who talked about their jobs or professions. The eighth grade class also toured the True Temper Plant (manufacturer of golf clubs and tennis rackets) in Geneva. This tour occurred after the students had viewed a film covering the operations of the local plant and were prepared for the plant tour.

Career Exploration in grades 9 and 10 involves providing opportunities for students to experience firsthand a job or career of their choice. Again, it is emphasized that the choice is entirely up to the student to choose a particular career field of interest.

In the 9th grade, each student spends one week at the Ashtabula County Joint Vocational School in a class chosen by the student as a possible vocational interest.

The students are bused to the Joint Vocational School after the regular vocational students have completed their daily class schedules. During the week spent at the Joint Vocational School, the vocational school instructors get the students actively involved in projects related to the fields the students have chosen as their interest areas.

In the 10th grade, students could choose to spend up to one week in a job or profession of their choice. The jobs or professions chosen included, but were not limited to: secretarial, construction, trades, veterinary medicine, aerial photography, teaching, and many more. This program actively involved over 160 sophomores.

Also, in Career Exploration, teachers were involved in blending the concepts of career education into the established curriculum. This included spending time discussing specific kinds of employment, having speakers talk to classes, and having students do written research papers on careers as class projects.

Outcomes

The concepts of Career Education at the secondary school have been so well incorporated into the curriculum that many other school districts have called, written, and visited to learn and borrow from the experience and success of career education in the Geneva area schools.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Secondary Education	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Hands-on Experiences Career Day	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

7–10

589 JUNIOR HIGH STUDENTS PARTICIPATE IN CAREER AWARENESS PROGRAM

Defiance, Ohio

Circumstances

Dennis Gable, Career Coordinator of the Defiance Career Development Program, reviewed the activities of grades 7-10 in the following statement:

> The main goal of the orientation phase of career development is to expose students to many different job titles. Teachers have accomplished this goal during the year by discussing different careers as they relate to their subject matter. The discussions have been centered around the seven developmental areas of self, economics, decision-making, employability and work adjustment, education and training, world of work, and individual and environment.
>
> The discussions provide students with the opportunity to relate their own interests, skills, and abilities to those required by specific occupations.
>
> Eighth grade students took part in the second annual "Career Awareness Day." Speakers covering 19 occupations visited the junior high to discuss the good and bad points of their professions. Orientation to work was also accomplished through experiences received on 16 field trips and from the information shared by the 32 guest speakers who visited throughout the year.
>
> The main goal of the exploration component is to give students the opportunity to gain a firsthand view of a job in which they have expressed an interest. This year, all freshmen have gone through the Career Planning Program with Mr. Crowell, Junior High counselor. The results of this program helped students as they planned their exploration experience. The career development staff arranged 321 individual student explorations throughout this school year.
>
> Sophomores took part in the Career Month concept at the high school. Careers relating to a specific subject area were emphasized throughout the month. During the month, guest speakers and field trips demonstrated to students how their subject matter was being utilized in the normal routine of specific occupations. As a culmination to the activities, students were offered the opportunity to explore any career they were exposed to during that month.
>
> The Career Development office arranged 55 field trips, 49 guest speakers and 321 individual explorations in the Exploration Component during the school year.

Process

A sample of the activities in which students in grades 7-10 participated in exploring careers follows:

- Students helped to provide a recognition banquet for senior citizens who are active in the Retired Senior Volunteer Program.

- Eighth grade industrial arts students visited The Kitchen Center where they learned about planning, selecting and building kitchen cabinets and accessories, and about factors which influence costs of producing cabinets.

- A ninth grade earth science class trip to Ohio Caverns provided the opportunity for students to see stalactite and stalagmite formations and to learn about the history and development of caverns, as well as about the careers and part-time jobs (e.g., park manager, geologist, tour guide) required for their operation.

- Eighth grade classes wrote and produced several films as a means of exploring the film media. Students filled all the necessary jobs related to writing, acting, filming, props, costumes, etc.

- Industrial arts classes visited a display of model machine tools at the National Bank of Defiance. The display, arranged by Zeller Corporation, allowed the students to see in accurate detail and realism a mock-up of a machine tool industry typical of those responsible for the development of our modern technical world. The display helped show how industries of this type have increased our productivity while lowering unit costs of products.

- Seventh grade math classes explored various job titles of their own choosing. Each student completed a worksheet which required him or her to consult a source, such as the *Occupational Outlook Handbook* to answer several pertinent questions concerned with the occupation they wished to investigate. Then, after each student had completed the worksheet, they orally presented their findings to the class.

- Ninth grade industrial arts classes toured Dotco, Inc., of Hicksville. Dotco is a very modern producer of pneumatic tools. While touring Dotco, the students saw nearly all phases of the production, assembly, testing, heat treating, and inventory and shipping. Students were able to see numerically controlled machinery and the latest in testing and measurement.

- Ninth grade home economics classes walked to Monique's Fabric Store for a tour. They were shown different fabrics, notions, and patterns, and given a lesson on costs of ready-made garments versus home sewing.

- The librarian at Defiance Junior High School "employs" 24 to 30 student aides, who are required to submit applications, teacher recommendations, parental permission and school records (attendance and grades). Those students who are selected receive a four-page brochure which provides detailed instructions for performing the various library duties.

During the training session the librarian demonstrates the various duties assistants will be scheduled to perform. Each week there is a new duty schedule posted. These duties are systematically rotated among the students working each period so that each assistant performs all routines during the course of a month. Extra duties are specifically assigned as needed.

Since this system has been adopted the work of the library runs more smoothly and the students also gain worthwhile vocational experiences.

- To make students more aware of the ways in which business and economics influence their lives, "Project Business" was initiated in seventh grade math classes.

Two local businesses endoresed the project. Mr. Lorenz from the National Bank and Mr. Klein and Mr. Fillinger from Home Savings and Loan came in once each week to discuss and explain areas of interest to the students. The topics included economics, stock market operations, consumerism, career choices, and business ownership.

Students took field trips to the local money institutions, followed stock prices over an eight-week period, played a simulation game in which they functioned as stock brokers, interviewed people in different careers, and examined the different aspects of a local business.

- Bookkeeping I classes heard a certified public accountant describe the steps in reaching his status and the work he does as a CPA.

- Bookkeeping II students visited the State Bank and Trust Company's computer center where they were given an excellent presentation on the computer and its programming.

- After a study of office careers, secretarial practice classes visited the home office of the Lincoln National Life Insurance Company in Fort Wayne. In observing various phases of office work, the students were impressed not only with the responsibility but also with the importance of each employee's job as well as the modern office equipment and methods of production. A clerical employment representative reviewed the application form, employment policies, opportunities for additional education and training, and promotions.

- An income tax unit was included in ninth grade general business. Each student received a copy of the 1977 edition of "Understanding Taxes" from the Internal Revenue Service. They studied the Federal Tax System from the beginning to the present day with special emphasis on where our tax money comes from and how it is spent. The unit concluded with the students learning how to fill out a 1040A income tax return.

- French students took a field trip to the Toledo Museum of Art in November to view the "Age of Louis XV" exhibition. French culture during the 59 year reign of Louis XV was presented through "history" paintings, portraits, scenes from everyday life and landscapes.

Follow-up classroom work included exploration of job possibilities in the field of art and of museum management and a slide presentation of the Louvre and several of its greatest treasures.

- History classes have been studying the industrial revolution. To give the students a better feel for labor and management problems, the simulation game "Settle or Strike" was used. The students were divided into groups representing either labor or management. The rules were set and a situation was given to them. The game did a good job of demonstrating the give-and-take involved in negotiations. Stubbornness was shown on both sides of the table. The students learned many terms that directly relate to labor and union negotiations.

- In English class each student prepares a portfolio containing a resume and letters of recommendation from four references which is presented at a mock job interview with an area employer selected by the student. The personnel representative of the employer "interviews" the student, provides a sample job application form, and guides the student through the business facility.

- Ninth grade industrial arts students were able to participate in a discussion group which stressed attitudes toward work and the responsibilities of the employee. Presenting information on what an employer expects from employees were two representatives of General Motors and a representative of the State Employment Office.

- The responsibilities and routine of a bookkeeper were explored by accounting classes through the use of a business simulation set. Students "kept the books" for a stereo retail store for a fiscal period. Students soon became aware of the importance of accuracy and neatness in keeping records. In addition, from the accounting standpoint, students were able to see how the information on financial statements can be used by the owner to measure strengths and weaknesses of a business.

- Tenth grade students visited Johns–Manville, General Motors and the Toledo Art Museum. Students in urban civilization classes identified job titles in the processing industries while the students of world history touring the museum identified jobs relating to history and museum work.

- Shop classes took a trip to Libbey High School in Toledo where students had the opportunity to experience a small foundry in operation. They enjoyed learning about the making of patterns, molds, and castings.

(Activities designed by Randall Redington and Dennis Gable.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Equipment Provision Hands-on Experiences Mock Interview Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

7–12

FRESH PRODUCE MARKETING INDUSTRY SERVES SCHOOLS

Toledo, Ohio

Circumstances

More than a year of research, script writing, filming and sound recording has culminated in the introduction of "It Could Be You," a career education slide-tape package for junior and senior high students. The seven and a half minute program focuses on more than 50 careers in the produce industry ranging from neighborhood hucksters to government agricultural researchers.

The project was financed by the S. Metzger Company on behalf of the Fresh Produce Industry Education Program. It was compiled and written by Fred Grimm, former area supervisor of the Cooperative Extension Service. Gordon Ward of WSPD-TV is the narrator of the program, and Jama Roman, career development supervisor, served as consultant to the project.

Objectives

The S. Metzger Company produced the slide-tape teaching package as a community service to the schools and the fresh produce marketing industry.

Linkages/Participants

Fresh Produce Industry Education Program.
Former area supervisor of the Cooperative Extension Service.
Jama Roman, Career Development Supervisor.

Process

The guide that accompanies the slide-tape presentation contains suggested classroom and field trip possibilities in the produce industry for elementary, junior high and senior high students. An agricultural cooperative has been established at Point Place Junior High School under the leadership of Paul Heintschel and another cooperative has been operational at Riverside School under the direction of Janet Flannigan.

- "Will onions keep for a week?" "How many quarts will 4½ pints make?" "Would there be more profit if we bought loose apples or in three pound bags?" "How much should the cucumbers be marked up to make a 15% profit?" These are some of the questions heard in the latest career project undertaken by the eighth grade students of Janet Flannigan, as they became "jobbers" for the S. Metzger Company, a wholesale distributor of fresh fruits and vegetables. The students used their mathematical skills to establish mark-ups based on weekly wholesale prices. When dealing directly with customers, students totaled the bills and made change. Students brushed up on their manners and salesmanship when confronted by consumer complaints and beamed proudly when complimented on their products. The students assumed responsibility for checking wholesale prices, determining sale prices and packaging and delivering the produce.

- Students in the Point Place Economics Club, advised by Paul Heintschel, have set up a prosperous business. Inspired by a recent trip to S. Metzger Company, a wholesale distributor of fresh fruits and vegetables, the club established "Heintschel's Fruit and Vegetable Co-op." The students purchased case quantities of various fruits and vegetables at wholesale prices, then packaged and priced them, and sold them in the community. The students are reinvesting the profits in the business for next year's economic club project.

(Excerpted from "Career Development News," newsletter of the Career Development Program, Toledo Public Schools, Toledo, Ohio, May-June, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies Parents & Other Individuals	Curriculum Enrichment Employment Information Program Planning Equipment Provision Hands-on Experiences	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

9–10

JVS CAREER WEEK REQUIRED FOR NINTH GRADE

Geneva, Ohio

"The Career Week at the Joint Vocational School Program for providing 'hands-on' experience for freshmen and sophomores is still being refined for the most effective format," explained superintendent William Porter.

He clarified that the experience has been offered five separate times, each in a slightly different way, in an effort to find the most successful approach.

The superintendent went on to say that the first time it was offered, it was made available during released school time for those interested only. Two hundred and fifty-five participated.

The second time it was held in addition to the regular school day only for those interested. Forty-eight enrolled.

The third, fourth and fifth time, the week was mandatory to all freshmen on released school time. Approximately three hundred shared the experience each year.

"It appears that the most worthwhile approach will be to require participation in the freshman year to be sure that each ninth grader has a basic firsthand experience of career possibilities at the JVS," stated Robert Taylor, program director.

"Then in their sophomore year, we would make the necessary arrangements for any student who desires a second week of 'hands-on' activity in a different career area of interest for his future."

The director expressed satisfaction with the many opportunities being made available to the Geneva students through the vocational school in this program.

"The staff and administrators at the JVS have gone all out to make this program effective and we are grateful to them for career experiences they have made possible for the boys and girls of our school."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Health Marketing & Distribution Personal Services	Secondary Education	Advisory & Consulting Program Planning Equipment Provision Hands-on Experiences	Exploration	Attitudes & Values Career Planning Decision Making Self Concept	

Chapter VII

COOPERATIVE AGREEMENTS 10-12

10-12

CAREER EXPLORATION IN SOCIAL SERVICES

John Burch Artis and
James F. Jewett
Thornridge High School
15000 Cottage Grove Avenue
Dolton, Illiniois 60466
(312) 596-1000

Circumstances

Many students who are interested in the social services are not aware of the exact nature of specific occupations in the field. Because most social services positions require postsecondary training, it is important that interested students be provided with firsthand information during their high school years.

Objectives

To provide an opportunity to experience directly the daily routine of various careers. To experience several career choices within a given year.

Linkages/Participants

Dolton Police Department
Dolton Fire Department
Cook County Legal Aid

Thornton Township Youth Commission
Sandridge Nature Center
Several area schools

Processes

Students choose a maximum of four sites and a minimum of two. They are then placed outside of the school with someone working directly in the field. Work sites are encouraged to allow students to actually participate on the site. Students are not paid. They experience several different work sites in a given year.

Outcomes

The program has been in existence for three years. Seventy-five students have taken part over those three years. Approximately 45 students are now in college or some technical training preparing to enter fields that are directly related to our program. Public reaction has been very good and work sites have willingly participated in our program.

In addition, the public relations value regarding student attitudes toward police and other public officials has been excellent. Students who have worked with the police have developed a very positive view of police work and shared that view with other students.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Hospitality and Recreation Public Service	Community Groups Government Agencies Postsecondary Education	Advisory and Consulting Career Guidance/Counseling Employment Information Program Planning Work Study Hands-on Experiences Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Environment Interpersonal Relations	

10-12

SMALL DISTRICT PROVIDES MULTI-OCCUPATIONAL CO-OP

Thomas J. Kieffer, Career Education Coordinator
Ogden High School
Ogden, Iowa 50212
(515) 275-2289

Circumstances

Ogden High School serves a sparsely populated area (total school district enrollment, 900—K-6, 480; 7-8, 140; 9-12, 280) where agriculture and manufacturing are the predominant industries. Upon graduation about half the students seek jobs (90% successfully in 1976) and half pursue further education.

Objectives

The agreement between training station and student is designed to permit the student to gain practical knowledge and experience in a specific occupation.

Process

In the 1977-78 school year 36 students are receiving training provided by 34 different firms, in most cases for three hours a day, five days a week (see "Agreement for Assignment" following).

Students participating in this multi-occupational cooperative program are members of the school's Career Education Club which carries out community service projects such as moving books into the new library. The Club also sponsors a Bosses' Night in spring for the employers in the program.

Sample used by this school follows.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Business & Office Manufacturing Marketing & Distribution	Business & Industry	Curriculum Enrichment Employment Information Program Planning Work Study Role Models	Field Trips Work Experience Exploration	Career Planning Decision Making Economic Understanding Interpersonal Relations	Full time

Sample 1

AGREEMENT FOR ASSIGNMENT
of
CO-OPERATIVE CAREER EDUCATION STUDENTS
from
OGDEN COMMUNITY HIGH SCHOOL
Ogden, Iowa

Stanley R. Friesen, Principal — Thomas J. Kieffer, Co-ordinator

The ______________________ will permit ______________________
Training Agency — *Student*
to enter their establishment for the purpose of gaining practical knowledge and experience in

the occupation of ______________________ from ______________________
Beginning Date
to ______________________. This training will be in accordance with the general training
Closing Date
outline and the following conditions:

1. The student, while in training, shall be deemed a student-learner and shall progress from job to job in order to gain experience. The time schedule, as indicated in the training outline, shall be followed as closely as possible. Safety instruction shall also be included on the training outline. Safety taught in the related class shall be correlated with the safety emphasis on the job.

Sample 1 (Continued)

2. The training agency will provide not less than 15 hours per week of training which will be primarily accomplished during the school day hours.
3. The school will provide instruction in the technical and related subjects.
4. The trainee agrees to furnish the training agency, if requested, a copy of a physical examination (30) days prior to the beginning of training.
5. The trainee shall carry school insurance or other approved health and accident coverage.
6. In the event of illness or emergency, the trainee must notify (1) the training supervisor and (2) the co-ordinator by 8:30 a.m.
7. The trainee will adhere to all rules and regulations of the training agency and make every effort to report for work promptly.
8. The trainee may participate in extra-curricular school activities if permission is secured from training supervisor and co-ordinator in advance.
9. The training agency agrees to dismiss any trainee who drops out of school during the training period.
10. All complaints by either the training supervisor or the student-learner shall be referred to the co-ordinator for adjustment.

______________________	______________________
(Training Supervisor)	*(Student)*
______________________	______________________
(Co-ordinator)	*(Parent)*

10-12

TRAINING AGREEMENTS PROVIDE STUDENTS WITH SKILLS AND MONEY

Evelyn B. Watson, Marketing and Distributive
Education Teacher
Franklin County Area Vocational Education Center
1106 East Main Street
Frankfort, Kentucky 40601

Circumstances

The cooperative agreements designed by the Franklin County Area Vocational Education Center meet the need to have an understanding of the purposes of cooperative training and what is expected of the employer, school and student.

Objectives

The primary objective of the agreements is to provide on-the-job experience for students in marketing and distribution.

Linkages/Participants

Many retail establishments, including:

Sears
Krogers
Gateway
Belk-Simpson
Morrison's Cafeteria

Process

The Vocational Center usually places between 10 and 15 students each year. Students work at least 15 hours per week for the school year.

Center staff works closely with an Advisory Committee made up of representatives from the various retail and service businesses, who helped design the training agreement, the plan outline, and the guide sheet for the evaluation form (see Samples on following pages).

The Distributive Education Club Program is a very vital part of the total program. Business people serve as speakers for programs, advisors for studies in marketing projects, and as judges and trainers for projects. The training stations have sponsored full-page spreads about the program in the local newspapers.

Outcomes

The training agreement fosters understanding of what is expected of students by the employer and the school.

Problems

The initial agreement was not inclusive enough. It had to be revised to spell out student responsibility.

Samples of forms used by this Center follow.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marketing & Distribution	Business & Industry	Advisory & Consulting Competitive Awards Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Role Models	Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	Part time

Sample 1

DESCRIPTION OF TRAINING STATION

Franklin County Area Voc. Ed. Center
1106 Main Street
Frankfort, Kentucky 40601

NAME ______________________

DATE ______________________

A. Title of Occupation ______________________

____

B. Name and Address of Training Station ______________________

____

____

C. Name of Owner ______________________

D. Name of Training Sponsor ______________________

E. Broad Areas of "On-The-Job" Experience:

1. ______________ 4. ______________

2. ______________ 5. ______________

3. ______________ 6. ______________

Sample 1 (Continued)

F. Outline of "On-The-Job" Experience:

1. ______________________________

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

2. ______________________________

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

3. ______________________________

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

G. Individual Study References Available:

Classroom	Training Station
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________

Sample 2

TRAINING AGREEMENT

The employer agrees to the items listed below:

☐ To provide the student with opportunities to learn to do well as many jobs as possible.
☐ To coach the student in the ways which he has found desirable in doing his work and handling his problems.
☐ To help the coordinator make an honest appraisal of the student's performance on the job at the end of specific periods agreed upon.
☐ To avoid subjecting the student to unnecessary or unusual hazards.
☐ To notify the parent and school immediately in case of accident, sickness, or any other serious problem which arises.
☐ To permit and expect the coordinator to confer with the student for a reasonable period of time on supervisory visits to the business.
☐ To notify the coordinator before dismissal of the student from the job.
☐ To notify the coordinator in case of student's absences from work.
☐ Other ______________________________

Signature ______________________

The student agrees to the items listed below:

☐ To do an honest day's work according to his ability, recognizing that the employer must profit from his labor to justify hiring him.
☐ To keep the employer's interest in mind and to be punctual, dependable, and loyal (this includes advance notice of not being able to attend work: also called co-op coordinator).
☐ To follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
☐ To be courteous and considerate of the employer, co-workers, and others.
☐ To keep such records of his work experience and to make such reports as required by the school.
☐ Not to go to work when missing related class unless given permission by coordinator.
☐ To call coordinator in case he/she is absent from related class. (Failure to do this will result in a student's being suspended from work one (1) day for the first offense: three (3) days for the second offense: and dismissal from the cooperative program for the third offense.)
☐ Other ______________________________

Signature ______________________

The coordinator, in behalf of the school, agrees to the items listed below:

☐ To visit the student on the job at frequent intervals for the purpose of finding out instructional needs and insure that he gets most of his experience.
☐ To show discretion at the time and circumstance of these visits, especially during emergency periods, when work is pressing.
☐ To remember that much of the information gathered at the business is confidential.
☐ To avoid incurring any personal obligations to employers.
☐ Other ______________________________

Signature ______________________

Sample 2 (Continued)

STUDENT ______________________	EMPLOYER ______________________
ADDRESS ______________________	ADDRESS ______________________
PHONE NO. ______________________	PHONE NO. ______________________
COORDINATOR ______________________	ADDRESS ______________________
PHONE NO. ______________________	

Sample 3

GUIDE SHEET FOR MARKING EVALUATION SHEETS

Franklin County Area Voc. Ed. Center
1106 Main Street
Frankfort, Kentucky 40601

Department of Distributive Education

Personality Traits

Cooperation & Teamwork: Is the student willing to adjust his schedule to your needs? Is he cheerful about accepting work assignments? Does he look for ways to be helpful to his co-workers?

Attendance & Promptness: Is the student always on the job when he is supposed to be? Is he always on time? In case of an emergency, does he call to inform you what has happened? If time off is needed, does he make arrangements for this in advance?

Grooming & Appearance: Does the student meet the standards of your dress code? Is he clean and well groomed? Does he appear to have had enough rest before coming to the job?

Trustworthy & Dependability: Have you found the student to be honest? Can you depend on his doing a job well? Can you depend on his carrying out assignments. Is he willing to accept extra responsibility?

Alertness: Does the student appear to be aware of the importance of his job? Does he show good comprehension of his duties? Does he listen well and ask intelligent questions?

Courtesy and Tact: Does the student use good manners toward customers, fellow employees and supervisors? Is he tactful in what he says?

Discreetness (as to talkativeness): Does the student willingly accept the duties assigned to him? Does he accept them as opportunities to improve himself?

Sample 3 (Continued)

Favorable Attitude Toward Work: Does the student willingly accept the duties assigned to him? Does he accept them as opportunities to improve himself?

Persistence: Does the student stick with all assigned tasks until he completes them? Does he give extra effort if a task is hard or uninteresting?

Self-Control: Does the student demonstrate self-control by not losing his temper easily, by not sulking when criticized? Does he show self-control in the manner with which he deals with trying customers or fellow employees?

Ability to Learn

Follows Instructions: Does the student listen well and do exactly what he is told? Does he ask intelligent questions at the time instructions are being given?

Shows Willingness to Learn: Does the student show a deep-seated interest in learning about his job? Does he ask for extra help in learning the things necessary for his becoming competent?

Shows Initiative: Does the student see necessary things to do without being told? Does he present ideas for doing things when asked or make suggestions on his own?

Organizes Work: Is the student able to place work in a sequence of priority? Does he do first things first and go back to secondary assignments?

Quality and Quantity of Work

Accurate: Is the student accurate in his work involving details? Does he make change and solve merchandising problems accurately?

Neat: Is the student orderly and clean with his job assignments?

Thorough: Does the student show a consciousness for detail? Is the job complete in every respect when he completes his task?

Productive: Is the student above or below average in the amount of work accomplished?

Time-Conscience: Does the student use his time well? Is he conscientious about using time for his employer's advantage? Does he stay busy?

Proud of Work: Does the student demonstrate pride in his job by being enthusiastic about his duties?

Sample 4

EVALUATION SHEET FOR COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM

Franklin County Area Vocational Education Center
Telephone 695-3090

NAME OF STUDENT ______________________________

EMPLOYER ______________________________

DATE ____________________ GRADING PERIOD (circle one) 1 2 3 4 5 6

Circle your evaluation of the following qualities of the student-learner as shown on the job.

	Inferior	Poor	Average	Good	Superior
PERSONALITY TRAITS					
Cooperation & Teamwork	1	2	3	4	5
Attendance & Promptness	1	2	3	4	5
Grooming & Appearance	1	2	3	4	5
Trustworthiness & Dependability	1	2	3	4	5
Alertness	1	2	3	4	5
Courtesy and Tact	1	2	3	4	5
Discreetness (as to talkativeness)	1	2	3	4	5
Favorable Attitude toward Work	1	2	3	4	5
Persistence	1	2	3	4	5
Self-Control	1	2	3	4	5
ABILITY TO LEARN					
Follows Instructions	1	2	3	4	5
Shows Willingness to Learn	1	2	3	4	5
Shows Initiative	1	2	3	4	5
Organizes Work	1	2	3	4	5
QUALITY AND QUANTITY OF WORK					
Worker is:					
Accurate	1	2	3	4	5
Neat	1	2	3	4	5
Thorough	1	2	3	4	5
Productive	1	2	3	4	5
Time-Conscious	1	2	3	4	5
Proud of Work	1	2	3	4	5

Sample 4 (Continued)

SKILLS – Please check any of the skills in which the student needs to improve for successful performance on the job.

☐ Handwriting
☐ Spelling
☐ Greeting Customers
☐ Sales Technique
☐ Change Making
☐ Arithmetic
☐ English
☐ Using the Telephone
☐ Keeping Records
☐ Cash Register & Other Machines

GENERAL COMMENTS, IF ANY ____

____

____

10-12

STUDENT COUNCIL CONTRACTS WITH SEED COMPANY

Royal Valley High School
Jackson County, Kansas

Circumstances

The Garst and Thomas Pioneer Seed Corn Company rents farm land in northeastern Kansas for the purpose of producing hybrid seed corn. Since 1975 the company has had difficulty in obtaining workers who would do the seasonal labor of detassling the corn. To alleviate this problem, the company advertised the work as an ideal way for class projects to make money. A counselor at Royal Valley High School saw the advertisement and decided that seasonal work was an opportunity to give students actual experience in the work-world. In June 1976, the counselor contracted with Pioneer Seed Corn Company to detassle 50 acres of corn.

Objectives

1. To offer students an opportunity to obtain work experience.
2. To follow orders and instructions from a foreman.
3. To complete contract agreements.

4. To understand the biological factors of producing hybrid seed corn.

5. To experience inspection of work by company officials

6. To experience the importance of team cooperation for completing a job.

7. To meet specified requirements of job completion before securing payment; i.e., a 99 percent removal of tassels from the corn stalks within the assigned acreage was expected.

Linkages/Participants

Garst and Thomas Pioneer Seed Corn Company, Des Moines, Iowa

Process

In 1976 after reading the Pioneer Seed Corn Company's advertisement for seasonal labor, a counselor at Royal Valley High School contacted the Pioneer Company representative in northeastern Kansas and told him he would like to use the seasonal work as a project for raising money for the high school's student council while giving students the opportunity to experience the work-world. He then suggested the project to the members of the student council who liked the idea as a different way of raising money for the council and school. It was agreed that if the student council got the contract, each council member would put in at least one eight-hour day. The Pioneer Seed Company gave the counselor and student council a contract for detassling 50 acres of seed corn to be done in July of the following summer.

In May the counselor made up a schedule of the student council members' summer jobs and vacation times, if any, in preparation for assigning tentative work days. On July 2 the company notified the counselor that the corn was ready for detasseling and that he and the work crew should report to the fields at 7 a.m. the next day. This short notice, due to the importance of the stage of maturity of the corn, allowed one day to organize the council members into a work crew for field work the next day.

The corn detasseling job took 10 straight days, rain or shine. It required a crew of 13 workers and a foreman to ride a tractor-pulled basket through the rows of corn, often in 100 degree heat. A field representative demonstrated how to remove the tassle from the rows of female corn without damaging the stalks.

The work schedule was 7 a.m. to 4 p.m. with 30 minutes for lunch which had to be purchased and brought by the worker. Because the work was tedious, radios were allowed, although they tended to be a distraction to the young workers. At the end of the 10 days, an extra day was required for meeting the requirement of 99 percent removal of the tassels.

Payment for the work was received two weeks after the completion of the job. The counselor and those council members who worked agreed that only half of the payment should go to the council and the remainder should go for the workers' lunches and gas to get to and from the fields. Approximately $1,500 was deposited to the student council from this money-making project.

Problems

1. The students had to be at least fourteen years old before the company would hire them.
2. The heat and pressure of the job created dissension among the workers. Attending classes and school activities together created a different atmosphere than did depending on each other in a working situation.
3. The company did not furnish bathroom or water facilities—comforts that students expected and felt necessary.
4. A day-to-day change in the students who made up the crew slowed down the corn detasseling because it took time to become familiar with the procedure.

Evaluation

1. The students experience two weeks of 7 a.m. to 4 p.m. work days . . . approximately 60 percent of the student council group remained at the job.
2. The students understood the biological aspects of hybrid corn . . . because only the female corn was detasseled, all students were aware of the genetic cross breeding in order to produce hybrid corn.
3. The contract agreement was fulfilled . . . the students participated in the receipt of the payment and the deposit to the student council fund.
4. The students experienced company inspection of their work . . . the expectation of 99 percent removal of tassels was not met on the first inspection by company officials. The students had to remove tassels for an additional day to cover the 50 acres.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Environmental Control	Business & Industry	Advisory & Consulting Career Guidance/ Counseling Hands-on Experiences	Work Experience Exploration	Attitudes & Values Environment Interpersonal Relations	

10-12

MASTER CHEF TRAINS STUDENTS IN KITCHEN AND DINING ROOM SKILLS

Gordon Bute
Alma Hotel
Alma, Kansas

Circumstances

Alma, Kansas, is a ranching community of 900 inhabitants in the heart of the Flint Hills. Except for the ranching business, a cheese factory, and a couple of stores, there is little opportunity for student career exploration and development in the town. When Gordon Bute returned to his home town to renovate a family hotel, he initiated a vocational program completely new to the entire Flint Hills region.

Gordon Bute set out to develop one of the finest eating establishments in the Midwest of the United States. Bute was a master chef who had studied with some of America's and Europe's finest chefs; but, to establish his own dining room in the hotel, he had to have kitchen and dining room help who were trained in cuisine. Instead of the schools going to him to provide students with vocational experiences, he went to the schools to offer training and pay to those who wanted to learn the preparation and serving of food.

Objectives

1. To develop salable skills.
2. To allow students to participate in decision-making situations.
3. To develop a cooperative attitude in the employees. Teamwork is essential in kitchen and dining room work.
4. To demonstrate that excellence in the product is required in cuisine.

Linkages/Participants

Alma High School

Process

A meal at the Alma Hotel was an experience that the average person who frequented restaurants found to be superb eating. The hotel was a small stone building on Main Street. It once took boarders, but since 1887 has only served meals nearly every day. With the return of Gordon Bute to save his family's hotel from sale, the Alma Hotel dining room offered and improved its continental cuisine.

To assist him in developing this type of eating establishment, Bute hired and trained twelve to fifteen male students in the art of cuisine. Bute developed work schedules so that the students could return to classes and activities at the local high school. Although students were responsible for certain aspects of the preparation and serving of food, they became familiar with each other's jobs, so they could trade off in case of someone's absence.

The guests who visited the Alma Hotel were greeted by the maitre'd in a black tuxedo. Other young waiters quietly tended the tables in evening jackets. One of them was in charge of pouring the dry sherry for the guests. Other waiters who are in charge of the linen and imported crystal emptied ashtrays as soon as they were used and replaced a smudged plate if it was detected. The guests did not notice the inconspicuous but excellent service. The service was quiet, quick, and polite.

In the kitchen assisting the head chef, Bute was the sauce chef who blended all the stocks. Preparation for the evening meals took the student cooks and chefs all day to cut the meats, prepare the sauces, cool the wine, and complete all the duties required to put continental cuisine on the guests' tables.

The guests ordered and student cooks and kitchen helpers prepared four kinds of hor d'oeuvres—Oysters Rockefeller (with pureed spinach and hollaindaise), oysters casino (poached hot with bacon and tomato), escargots (garlic, butter, spices), and quiche (light and fluffy). The next course was pumpkin soup and fresh croutons or onion soup au gratin. Students, under Head Chef Bute's direction, prepared the onion soup from beef and chicken stock and onions cooked in butter for hours. The entrees ordered were Veal Marsala, curried salmon, and Long Island Bay Scallops which had been delivered from a Kansas City Fish Market. A student waiter poured Chablis and Margaux Bordeau without disturbing the guests' dinners.

To complete the meal a student waiter brought a long cart to the guests' table to prepare Cherries Jubliee. He mixed butter, lemon, oranges, triple sec, cognac, and sugar. He brewed the fruit juices, butter, and liquers in a skillet over an open flame, then added the cherries, and poured the fruit sauce over fresh homemade ice cream.

The entire meal took about three hours. It was completed with coffee and liquer in a quiet atmosphere. Only then did the head chef enter the dining room to introduce the student workers for the evening. Those from the kitchen were dressed in high starched purple chef hats and white smocks. The head chef completed the introduction with the following quote: "It is impossible without teamwork. It's a 'we' operation. It must be. The real workers are in the kitchen. I can't do everything. The fellows in the kitchen are superb students. We're only as strong as the weakest person and I don't think we have a weak person. Everyone, from the cleanup crew to me must pull his own weight."

Problems

1. The art of cooking was not accepted as a vocation for young men in the small community, although the majority of wiaters, cooks, and kitchen help made more in wages and tips than did their fellow students who worked in the stores and service stations.

2. Accepting the demand for perfection needed in cuisine was difficult for some student workers.

Evaluation

1. Students will be employed. One student graduated from high school and became kitchen manager of a large restaurant.

2. The Alma Hotel will be refined into one of the finest eating establishments. Charles Kuralt, a CBS reporter, gave a fifteen-minute radio report on the happy discovery of continental cuisine in Kansas.

3. The students will be exposed to diverse ways of life in addition to the life style of the ranching community. Learning to prepare continental food, set tables with fine china, and offer service with impeccable manners are part of the job at the Alma Hotel.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Hospitality & Recreation	Business & Industry	Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	

10-12

EXPLORATION PROGRAM ASSISTS ECONOMICALLY DISADVANTAGED

Indianapolis Public Schools
Indianapolis, Indiana

Circumstances

Economically disadvantaged students in Indianapolis, Indiana, had limited opportunity to experiment and investigate occupational choices. The concept held about oneself and his or her place in the work-world often requires more time to develop than that provided in the regular nine-month classroom setting. To supplement this, the AFL-CIO Human Resources Development Institute, the Indianapolis Chamber of Commerce, and the National Alliance of Businessmen sponsored a Vocational Exploration Program to offer economically disadvantaged students extra time to raise levels of aspiration about themselves in the unknown world of work.

Objectives

1. To familiarize economically disadvantaged students with various types of jobs and apprenticeships available to them.

2. To provide experience in job-related matters, such as work records, methods of operations, and labor-management relations.

3. To identify areas of student interest through vocational interest inventories and aptitude and interest assessment.

Linkages/Participants

Indianapolis Public Schools—Arsenal Technical, Crispus Attucks, and Shortridge High Schools
Youth Opportunities Unlimited of Marion County Cooperative Extension Service

Purdue University
Indianapolis Chamber of Commerce
National Alliance of Businessmen
AFL-CIO

Process

In July and August of 1977, ninety economically disadvantaged students in the Indianapolis Public Schools were selected from three inner city high schools to participate in a five-week Vocational Exploration Program. The program was funded by the National Alliance of Businessmen, Washington, D.C.

For the first two weeks of the program the students received tickets for public transportation to their home schools. Then they used their first paycheck. On some of the days the students met in the classroom merely for attendance checking; on other days the entire programming occurred there.

Classroom activities included presentations by VEP coordinators, private sector volunteers, and Youth Opportunities Unlimited. Materials from a pre-employment training program for underprivileged youth developed at Purdue University were used in the class sessions. Additional programming was provided at the exploration sites. The instruction consisted of films, lectures, discussions, demonstrations, and hands-on experiences.

The students were given the Armed Services Vocational Aptitude Battery. They also completed vocational interest inventories. After each vocational exploration, they kept a VEP log which aided in identifying areas of interest. Interpretation of the aptitude and interest assessment and the VEP log entries directed students in thinking about realistic career decisions.

A local Burger Chef restaurant donated lunch for the students the first and final days of the program. For the rest of the time, the students obtained hot lunches at a nearby elementary school under the National School Lunch Summer Program. One occasion the students were served steak in the executive dining room at one vocational exploration site and served in the cafeteria at another.

The students visited over thirty businesses and institutions where employment potential exists. Of special interest was L. H. Smith Oil Company, fifty-ninth largest black owned business in the United States. Other major vocational sites visited included American Fletcher National Bank, International Harvester, and RCA. Employee reactions to the students at the exploration sites were generally positive. Some stated that it was an excellent idea to get youth into places of employment so that they can begin to make informed career plans and decisions.

Problems

1. Lectures in classroom setting did not hold the students' attention.
2. Student dress was not always acceptable to employees.
3. The scheduling of students at the businesses in groups of twenty required a great deal of planning.

Evaluation

1. All students were assessed according to their interests and aptitudes. All students were given vocational interest inventories. The results were sent to their home high schools.

2. Students answered questionnaires about their impressions from their experiences obtained in visiting the businesses—50 percent were positive.

3. Within a short time after a visit, the students were asked to bring further questions about the jobs they had observed at the business site. More than 50 percent made requests for more extensive information.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Equipment Provision Hands-on Experiences Role Models	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	

10-12

TELELECTURE UNIT USED FOR CAREER EXPLORATION

Absarokee High School
Absarokee, Montana

Circumstances

Because rural schools suffer from limited programs and remoteness, the Absarokee, Montana, English teacher, the County Extension Agent, and a counselor serving four small school districts set out to develop a procedure for improving opportunities for career exploration in the Absarokee area. Review of available vocational materials indicated little direction for providing career exploration experiences, yet it was evident that there was a need for career education and curriculum relevancy.

Career exploration at Absarokee High School was facilitated through the introduction of a telelecture unit. When plugged into a special jack, the device allows a group of students to discuss a topic with anyone calling into the school on the telephone. Each callers pays for his own calls. The unit has given students work experiences in writing application letters, interviewing, writing follow-up letters as well as interaction and conversation with employers.

Objectives

1. To integrate work-related experiences with the English curriculum.
2. To allow students to become familiar with potential employers in an informal situation.
3. To test the students with the General Aptitude Test Battery (GATB).
4. To assist the student in exploration of potential careers.
5. To acquire communication skills for such activities as job interviewing and application writing.

Linkages/Participants

Absarokee County Extension Unit

Stillwater County Co-op, Columbus, Montana

Process

The telelecture project began with a meeting between project staff and the junior class. Explanations of course content and materials were given. The interest survey was then administered, and the General Aptitude Test Battery record cards were distributed to the students.

Work for the project was divided according to the skill areas of the staff. The English teacher agreed to teach job interviewing and the writing of applications and follow-up letters. This seemed consistent with the goals of the English class; while also allowing the students to learn techniques of career exploration.

The County Extension Agent provided the school with a new device called a telelecture unit. Installed at a nominal fee, this machine allowed students to talk to anyone who might call on the phone. A consultant from the Employment Security Commission provided expertise lacking in the project personnel. The counselor was responsible for aptitude and interest taking.

After the tests were given, each student was given an opportunity to compare his aptitude ranges on the GATB with the one or more occupational choices made on completion of the interest survey. Students who did not score well in their areas of interest were encouraged to examine their stronger areas more closely. After comparing their interests and aptitudes, the students were directed to write research papers for which they were allowed several days to do research and writing.

All students wrote a letter of application, followed by an interview with a prospective employer. A follow-up letter was written, thanking the employer for the interview. With this background students were ready to question experts on job situations in the Absarokee area.

To conclude the project, participating students were given an opportunity to evaluate the unit. Each student was asked to write a short evaluation and make any recommendations he or she felt would improve the project.

Problems

1. The first step in implementing this project is finding a teacher who is interested in career education as well as in communication skills. Typing classes are good for letter writing and preparation of the research papers; however, the actual research and completion of the interest survey are more appropriate for English classes and a guidance counselor. If a counselor is not available to administer the GATB, the nearest Employment Security Commission could help. The services should be requested early so that the scores will be available in time for the project.

2. Although the telelecture unit was provided to the Absarokee High School by the Absarokee Extension Agent at no cost to the school, it is possible there will be a cost if provided by Bell Telephone Office. The special jack was installed for ten dollars.

3. Prospective telelecture callers should be contacted and scheduled long before calls are made. Some companies feel that it is good advertising and will pay for the call. Occasionally, it is possible to arrange for conference calls which allow more than one expert to speak to the class. If the fee of the telelecture is too high, coordination of the unit with other teachers or nearby schools helps to lower the cost of each school.

4. Students should have some training and practice in the phrasing of clear questions which elicit useful responses. Questions should be carefully prepared and considered ahead of time to avoid irrelevant digressions.

Evaluation

1. Students will evaluate the project. Student evaluation is positive; most state that the unit was a valuable experience. Although students are not always in agreement with the interest survey, they agree that the survey causes them to examine their interests and abilities more closely.

2. Students will identify an interesting occupation. Prior to the beginning of the career project, each student was asked to write down an occupation in which he was most interested. At the conclusion of the project, the student was asked to do the same to determine any changes made as a result of the project. At least 50 percent had retained the initial occupation.

3. Students will acquire experiences in communication skills. All students wrote letters of applications and research papers.

4. Students will participate in informal discussions on job-related topics with potential employers. All students participated in the telelecture unit.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Government Agencies Postsecondary Education Parents & Other Individuals	Curriculum Enrichment Program Planning Student Evaluation Equipment Provision	Exploration	Attitudes & Values Career Planning Decision Making Interpersonal Relations Self Concept	

10-12

CHILD DEVELOPMENT CENTER EXPANDS OPPORTUNITIES FOR DISADVANTAGED

Hamilton Union High School
Hamilton City, California

Circumstances

Fifty percent of the population in Hamilton City, California, are Mexican-American migrant workers. There is a high dropout rate among the high school students from these groups. Some are needed at home to care for younger brothers and sisters while parents work; others leave school because they fall behind academically in the lower grades, are unable to catch up, and thus lose interest in school.

Educators recognized the needs of several different groups: high school students needed salable skills; potential dropouts needed motivation to remain in school; the community needed day care; pre-schoolers needed language and social experiences before entering kindergarten to increase their readiness for school. A pre-school or, as the plans call it, a Child Development Center seemed the answer to many various needs.

Objectives

1. To integrate study and on-the-job training for high school students.

2. To provide a pre-school for children ages three to five.

3. To provide motivation for potential dropouts.

4. To offer high school students experience in bilingual situations.

5. To assist the migrant families who needed care for their families while they worked.

Linkages/Participants

Hamilton City, California	State of California
President's Employment Program	

Process

Program developers who worked out a tentative plan for the Child Development Center at Hamilton Union High School presented it first to the community for ideas and support, and then to the Board of Education for approval or disapproval. Realizing that the money required to finance the project would be beyond the grasp of a small school, the program developers presented an austere budget to the Board of Education. The project was approved with a minimal budget and assigned a room which had served as a student lounge. High school students under the direction of the coordinator and Home Economics teacher spent many hours making furniture, toys, puzzles, cabinets, games, blocks, and other equipment usually purchased with project funds. The community supported the project with its numerous and generous donations.

Just before opening the Child Development Center, word was received from the President's Employment Program that a full time pre-school teacher could be hired. Additional support was received from Vocational Home Economics funds and from the California State Compensatory Education funds. Plans are currently being made to move the program into a rented portable building.

The Vocational Child Development Program of the Child Development Center is operated as part of the Home Economics Department. Two teachers, an aide, and a bilingual coordinator staff the Center. After one year of operation, the majority of students in Child Development I are ninth graders; the other students, who have already had the preliminary courses, are enrolled in Child Development II. Time spent in the pre-school is separate from the classroom and involves an extra elective hour for the student.

The pre-school program focuses on four areas: (1) language development, which includes oral, auditory, visual, and mental skills; (2) motor development; (3) exploration and experimentation (science skills); and (4) positive self-image, constructive social interaction, and community understanding. Art and music activities are introduced in the areas of language and motor development. The daily program includes both active and restful activities. Free play time is given each period, so that the high school students may interact with the child; students bring in activities and talk, walk, read, play games, and sing songs with the children.

In the course for the high school students, a textbook and additional references are supplemented by classroom discussion, field trips, guest speakers, home and in-class projects, and movies. All students are on a graded scale of difficulty based on the four years of course work.

At the beginning of the program, the staff was hopeful that the entire community could benefit. It was believed that enrollment on a first come, first served basis would allow opportunities for all segments of the community to participate. A contract was made with the elementary school to provide hot lunches on a paying basis, because the Center had no cafeteria. The aide picks up the lunches daily; in addition two snacks are served.

Problems

1. Materials for this type of project are quite expensive. With the help of the community and a $600 budget, the program was operated on a minimal basis during the first year. Schools interested in implementing a similar program should try to obtain state or federal funding.
2. Many of the parents of the enrolled children do not speak English. Thus, all materials had to be translated.

Evaluation

1. Children who attend the pre-school would benefit from the early instruction in language development, motor skills, positive self-image, and social interaction. According to the Hamilton kindergarten teachers, the children who attended the pre-school last year seem better able to handle school, both linguistically and socially.
2. High school students will be interested in the available salable skills. Interest in the Child Development Program remains high among the high school students. Approximately 50 percent of the high school students enrolled in the program are Mexican-American, who found summer employment in other pre-school programs in the area. Several graduates enrolled in pre-school education programs in college.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking	Government Agencies Parents & Other Individuals	Curriculum Enrichment Work Study Equipment Provision Hands-on Experiences	Work Experience	Attitudes & Values Career Planning Decision Making Interpersonal Relations	

10-12

EDUCATIONAL COOPERATIVE SERVES NINE SPARSELY POPULATED COUNTIES

Northwest Kansas Educational Cooperative
Colby, Kansas

Circumstances

Northwestern Kansas is characterized by sparse population, small communities, and an agriculturally based economy. Towns in the nine county areas of the northwestern part of the state range in population from 58 to 3,627 people. Five towns report a population decline of 10 percent over the last ten years.

Many of the young people who graduate from the local school systems leave the area; some pursue additional education and others leave to seek employment. The school districts in this area of the state recognize that these young people have limited experience in the world of work; therefore, one of the educational goals is to make all education more meaningful through a career education emphasis.

Objectives

1. To identify ways in which small schools can enhance their vocational offerings at the secondary level.
2. To assist teachers in identifying and locating materials related to careers and vocations.
3. To identify resource people in the communities.
4. To develop information about a cluster of available jobs in northwestern Kansas.
5. To test students' job interests and attitudes.
6. To purchase and use materials in a cooperative fashion, thus reducing the cost of career education in each school district.
7. To disseminate a newsletter to keep all cooperative participants informed of what is available.

Linkages/Participants

The Northwest Kansas Educational Cooperative includes USD 318, Atwood; USD 103, Bird City; USD 314, Brewster; USD 315, Colby; USD 352, Goodland; USD 292, Grainfield; USD 291, Grinnell; USD 317, Herndon; USD 281, Hill City; USD 412, Hoxie; USD 280, Morland; USD 274, Oakley; USD 293, Quinter; USD 294, Oberlin; USD 316, Rexford; USD 241, Sharon Springs; USD 297, St. Francis; USD 208, Wakeeney; USD 242, Weskan; USD 275, Winona.

Kansas Department of Education, Topeka, Kansas

Process

This career education project was the major component of a cooperative effort of eighteen unified school districts in northwestern Kansas. The project assisted approximately six hundred kindergarten-through-eighth grade teachers with the implementation of career education. The teachers were located in thirty-seven different attendance centers. Two three-quarter-ton vans were used by project staff to reach the schools on a scheduled basis. Group and individual in-service training was provided and the cooperative use of career education media and materials was promoted.

The initial cooperative purpose was to identify ways in which small districts could cooperatively enhance their vocational offerings at the secondary level. Early activities included the formulation of a constitution for a cooperative and the designation of one district to serve as the cooperative's headquarters. That district also served as the local education agency and custodian of all funds.

When discretionary funds for career education became available for Kansas, the cooperative had already developed the framework for providing a useful site. Administrators attended a meeting to discuss a career education model developed by the U.S. Office of Education. In-service was provided for administrators and teachers by Kansas State University to assist in learning the principles of career education. A career education conference was held in northwestern Kansas as a final session of the inservice classes. Later a coordinator was hired to devote full time to career education activities, and two people were hired as career education assistants.

The career education staff worked on a daily basis with teachers in the various schools. Vans were provided for their transportation. The assistants served as resource people serving the schools on a regular schedule. An important function of their job is that of acting as courier of needs and activities from one teacher to another.

Materials available for teacher use include films, books, tapes, records, and brochures which are checked out to teachers while the vans are at the schools. Also available were a handbook of activities and careerpacs, which are similar to lesson plans and were developed by teachers during their in-service training. Teachers were encouraged to visit other schools within the project area.

All project activities were governed locally by a board of directors. The central office issued a monthly newsletter containing a description of general activities and related information that was distributed to all teachers in the cooperating districts.

When a cooperative is formed, the districts must assess their own ability to share the cost of operations; and superintendents, boards, or other decision-making bodies must decide whether the benefits are worth the price. If federal or state grant monies were expected, it was critical that planning make possible the absorption of additional costs which will be incurred.

Funds could have been wasted if a critical analysis of all purchased material was not made. Teachers were encouraged to develop their own materials whenever possible and were urged to critically analyze their own instructional programs. They had to be willing to change some teaching methods and to work the extra hours that a successful career education program requires.

Problems

1. Innovation requires a sense of patience on the part of those advocating change as well as a real concern for the feelings of all affected. Staff experiences indicated that their communication and cooperation were of extreme importance. When a cooperative of schools was asked to work together in one area and compete in others, some problems were found to arise. The makeup of the Board of Directors was crucial.

2. It was essential that a mutual trust and respect existed between the project director and the districts' superintendents. The superintendents served as an advisory council to the director, and each superintendent had a local advisory council to help in his efforts. The advisory council was composed of teachers, students, and community members.

3. A strong public relations program was also important.

Evaluation

1. Attitudinal changes of students, parents, teachers, and business community members will indicate approval of the cooperative effort in career education. Individual evaluation designs have not been completed.

2. Teachers will develop a positive attitude about career education. Teachers' written response indicated that most believed that career education is part of the answer to students' needs.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

10-12

COMMUNITY RESOURCES TEACH JOB SKILLS

Ralph J. Moens, Vocational Director
Atkinson High School
109 S. State
Atkinson, Illinois 61235
(309) 936-7813

Circumstances

The training plan developed by Atkinson High School was precipitated by a desire to serve non-college bound students (who comprise half the enrollment) and by a need on the part of students to obtain skills needed for jobs in the community.

Atkinson serves an agricultural area where the total school district enrollment is only 451. With an enrollment of only 181 in grades 9-12, the high school offers a vocational program that teaches skills in agriculture, welding, electricity, mechanics, home economics, and business.

Objectives

The objectives of the program fostered by the training plan are:

1. To teach students the skills needed for employment.
2. To utilize community resources in the education program.
3. To involve the community educating youth.
4. To make the educational program comprehensive.

Linkages/Participants

Chicago Atkinson Market
De Geeter Electric
Port-A-Frame, Ltd, Mfg.
Atkinson Motor Shop
Ford Garage
DeDecker Hardware
DeMay Service and Repair
News Publishing Company
Hillcrest Nursing Home

Process

In the 1977-78 school year, 19 students spend two-three class hours per day as student-learners at the cooperating training agencies. The same agreement (see sample following) is used for all training stations, whether it be for a welding placement or a clothing store, but separate training plans are written for each student.

Employers from the work training stations also serve as speakers in the co-op classes.

Outcomes

Students mature and develop good work habits while they learn saleable skills. Community awareness of the needs of the school also increases as a result of these cooperative agreements.

Problems

Finding enough training stations to meet student interest is sometimes difficult.

Samples of forms used by this school to implement program follow.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Business & Office Communications Media Consumer & Homemaking Health Manufacturing	Business & Industry Community Groups Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Role Models	Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	

Sample 1

FAIR PRACTICE–EMPLOYMENT STATEMENT
Atkinson High School Work-Training Program
Atkinson, Illinois

______________________________ is an equal Employment Opportunity Employer. Our personnel policy is aimed at assuring equal treatment to all individuals in regard to employment, rates of pay, and all other conditions of employment regardless of race, religion, color, national origin, sex, physical and mental handicaps, and age.

____

____
Signature

Sample 2

MEMORANDUM OF TRAINING PLAN
Atkinson High School

Date ______________________

1. The ______________________ *(Training Agency)* will permit ______________________ *(Student-Learner)* to enter their establishment for the purpose of gaining knowledge and experience as ______________________ (Occupation) upon completion of a nine weeks probationary period.

Sample 2 (Continued)

2. The course of training is designed to run for a one-year period with a minimum of ______ hours per week required for the work experiences and at least one period in each school day required for the supervised and directed study of technical and related subjects.

3. The coordinators shall, with the assistance of the employer or someone delegated by him, prepare a schedule or processes to be learned on the job and an outline of related subjects to be taught in school. These items to be made a part of this memorandum.

4. The schedule of compensation to be paid the trainee shall be fixed by the training agency and the coordinator and shall become part of this memorandum, and a record noted on the back of this sheet. Such wages shall be comparable to wages paid apprentices and other employees in the occupation in which the student-learner is engaged. They shall conform to the Fair Labor Standards Act of 1938, if applicable.

5. The student-learner will not be permitted, in the process of gaining occupational experience, to remain in any one operation, job, or phase of the occupation beyond the period of time that is necessary for him to become proficient.

6. The student, while in the process of training, will have the status of student-learner and will not displace a regular worker now employed.

7. All complaints shall be made to and adjusted by the coordinator.

8. The parent or guardian shall be responsible for the personal conduct of the student-learner while in training.

9. The employment of the student-learner shall conform to all federal, state, local laws and regulations.

10. The coordinator shall have the authority to transfer or withdraw the student at any time.

______________________	______________________
Coordinator	*Student*
______________________	______________________
Employer	*Parent or Guardian*

Sample 3

PARENT APPROVAL

Home Economics Related Occupations (H.E.R.O.) Office Occupations (O.O.) Cooperative Work Training (C.W.T.)

TO:

Sample 3 (Continued)

_________________________________ has indicated a desire to enroll in the above course. Successful completion will depend to a large degree on the support which you as parents are willing to give.

In order that you become better acquainted with the course, please note the following information: (The term "student-learner" refers to your child.)

1. The student-learner will carry two regular high school subjects, physical education and the Cooperative Education program.
2. One period daily will be spent in the Cooperated Related Class.
3. A minimum of fifteen hours per week will be spent training on the job, for which a minimum wage is paid.
4. There will be a try-out period to see whether the student-learner is suited for the job. If it becomes necessary, a change in occupations will be arranged, or other school subjects will be assigned.
5. If successfully completed, this course gives two high school credits each year toward graduation.
6. Some Cooperative Education Courses will require two years for completion.

I assure you that I will constantly assist in guiding your child in matters of personal conduct in school and on the job and in matters pertaining to the training program.

Coordinator's Signature ______________________ Date ______________

I understand the purpose of the Cooperative Education Program and I approve of my child participating in the above program for the school year 19___ – 19___.

Parent's Signature ______________________ Date ______________

Sample 4

1977-1978 CO-OP STUDENTS & STATIONS

Fall Semester

Name	Station	Trainer	Occupation	Time Leaving School
Bowers, Tammy	Farmers Table	Mr. Keeler	Waitress	1:56-7:00
Collier, Kelly	Port-A-Frame, Inc.	Sandy Clapp	Secretary	8:20-10:44 & 2:47-4:00
Crockett, Curtis	Chicago-Atkinson, Mkt.	Jim Sorenson	L.S. Marketing	11:30-after school
DeDecker, Darren	DeDecker Hardware	Darell DeDecker	Plumber	12:00-4:00

Sample 4 (Continued)

Name	Station	Trainer	Occupation	Time Leaving School
DeMay, Connie	Hillcrest Home	Mrs. Herbon	Nursing	1:56-after school
DeReu, Nick	Brauers Pork, Inc.	Mr. Patton	Hog Conf. Mgt.	12:00-4:00
Dwyer, Dennis	Dwyer Farms	John Dwyer	Farmer	11:00-5:00
Ericson, Cathy	Hillcrest Home	Mrs. Herbon	Nurse	1:56-after school
Evans, Barb	A-A News Publishing	Al Evans	Graphing Arts	12:00-5:00
Evans, Donna	A-A News Publishing	Al Evans	Printer	9:08-12:25
Gentry, Ken	Landfill	Barnie Oldfield	Sanitary Worker	1:56-5:00
Heller, John	HI Quality Ford	Rick Anderson	Mechanic	1:08-after school
Heller, Wendy	Atkinson High School	Lorrie Skrinski	Secretary	11:30-4:00 except 7th hour
Gentry, Mitch	Chicago-Atkinson Mkt.	Jim Sorenson	L.S. Marketing	8:00-12:25
Jaquet, Diane	Stuckeys	Mr. Beckwith	Grill Cook	1:56-7:00
Lawrence, John	Atkinson Landfill	Barnie Oldfield	Sanitary Worker	1:56-5:00
Little, Leah	Hillcrest Home	Mrs. Herbon	Nurse	1:56-after school
Longeville, Jahnon	Good Samaritan	Mrs. Klundt	Nurse	1:08-after school
Nelson, Lisa	Rays Service	Ray DeMay	Secretary	11:30-after school
Parks, Joe	Brauers Pork, Inc.	Mr. Patton	Hog Conf. Mgt.	12:00-4:00
Poff, Kelly	Henry Hospital	Marilyn Inskeep	Dieterian	1:56-after school
Roesner, Wayne	Roesners Midwest Mkt.	G. Roesner	Wholesale Mkt.	1:09-5:00
Roman, Teri	Parsons Clinic	Wendy Minnaert	Med. Secretary	1:56-5:00
Sims, Ray	Stuckeys	Mr. Beckwith	Station Att.	11:30-4:00
Shrinski, Kevin	DeGeeter Elec.	Joe DeGeeter	Electrician	12:00-5:00
Troutwine, Bill	Atkinson Motor Shop	Al Klundt	Mechanic	1:08-5:00
VanOpdorp, Bill	Port-A-Frame	Ed Taylor	Welder	11:30-4:00
VerStraete, Lisa	Henry County Vet.	Al Ward	Secretary	11:30-after school
Vincent, Mike	Ray DeMays Service	Ray DeMay	Mechanic	11:30-4:00
Rahn, Russell	Brauer Pork, Inc	Mr. Patton	Hog Conf. Mkt.	1:08-after school
VanVooren, Todd	A-A News Publishing	Al Evans	Printer	1:08-after school

Sample 5

RELATED INSTRUCTION

General related instruction will be covered in the following areas:

1. Vocational Education and the Coop. Program
2. Safety Factors and Your Job
3. Social Security
4. Income Taxes
5. Taxes
6. Federal Laws and Employment
7. Steps to Success
8. Character and Personality

Sample 5 (Continued)

9. Money Management and Installment Buying
10. Insurance
11. Your Progress in School
12. The Letter of Application and Job Interview
13. Effective Study Habits
14. Roberts Rules of Order
15. Labor Unions
16. Employees–Employer Relations
17. Choosing a Career

Sample 6

STUDENT INTERVIEW
The Cooperative Education Program

Name ______________________________ Date ____________

Age __________ Sex __________ Year in School ______________

What would you like to do after graduation? ______________

What kind of work would you like to do in Coop.? ______________

Have you discussed this with your parents? ______________

Have you discussed going on Coop. with your counselor? ______________

How did you become interested in Coop.? ______________

Have you had any work experience? ______________

What did you like about this work experience? ______________

What did you dislike about this work experience? ______________

What do you feel is your greatest asset? ______________

How much did you earn per hour? ______________

Do you have any physical weakness or handicap? ______________

Subjects you like best? ______________ Least? ______________

Are you active in any school clubs? ______________

Are you planning to participate in any school activities like band, sports, drama, or debate?
____

Will this interfere with your working hours? (1:30-5:00 p.m.) ______________

Do you have a good record of attendance and discipline? ______________

Would you agree to save 10% of your total earnings for the duration of the time you are on Coop.? ______________

There are certain expenses involved in Coop. This may run as high as $20.00 per year. (banquet, (etc.) Are you willing to pay this amount in dues? ______________

Why do you feel you should be on Coop.? ______________

Disposition recommended by coordinator:

Sample 7

STUDENT AGREEMENT

Home Economics Related Occupations ____________
Office Occupations ____________
Cooperative Work Training ____________

The Cooperative Education program is planned to develop a student academically, economically, and socially. In doing this, there are definite things that must be done. There are responsibilities the student must realize and he must agree to cooperate in carrying them out to the fullest extent. Following are responsibilities to be considered:

1. To be regular in attendance in school and on the job. (This includes days on the job when school is not in session such as: teachers meeting, Christmas vacation, etc.)
2. To be on time at school and on the job.
3. To notify my employer as soon as I know that I will be absent from work.
4. To notify the coordinator as early in the day as possible on days that I am absent from school.
5. If I am absent from school, I must also be absent from work on that day.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Cooperative Education Program.
7. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
8. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
9. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
10. To attend any function the Cooperative Education class wishes to sponsor.
11. To pay all normal fees and charges necessary to pay for class activities, i.e., banquet, conferences, field trips.
12. To work toward the group and individual achievement goals.
13. To make a concerted effort to abide by all school rules and regulations and thereby avoid detentions.
14. That while I am at work I am in a school program and the appropriate school rules apply, i.e., no smoking on the job, etc.

Sample 7 (Continued)

15. To know that the coordinator is the recognized authority for making adjustments or changes in the training on the job.

16. To participate in a student savings program which is mandatory to receive credit for the course. To save a minimum of three dollars ($3.00) per week.

17. To realize that I am under the jurisdiction of the school throughout the school day.

18. If I am required to leave school because of any disciplinary reasons, I understand that I cannot report to my training station, as this is the same as any other classroom subject in which I am enrolled.

19. If you own a car and use it as transportation to and from your work, we ask that you observe all traffic regulations and school policies with extreme care. *Register your car and identification with the principal.* Any infraction of the traffic laws may be sufficient cause to terminate the use of your car in connection with Cooperative Education Program.

20. To know that it is my responsibility throughout the year to be well dressed and groomed both in school and on the job.

21. Not to quit or change jobs without first talking the situation over with my parents and coordinator.

I fully understand the above statements, and I agree to cooperate in carrying them out to the fullest extent.

Date ______________________ School Year 19___ – 19___

Student's Signature ______________________

Parent's Signature ______________________

(Make out in duplicate)

Sample 8

TIMING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The ______________________ *(business)* will permit ATKINSON *(school)*

High School to enter their establishment as an employee under the supervision of

______________________ for the purpose of gaining knowledge

and experience in the occupational area ______________________ *(O.E. code and occup)*

so that the student may prepare for a career as a(n) ______________________ *(occupation)*

Sample 8 (Continued)

Approximate Time	Learning Activities	OJT	In School	Evaluation	Ind. Study Assignments

Sample 9

COOPERATIVE EDUCATION OCCUPATIONAL OUTLINE AND TRAINING PLAN FOR THE SCHOOL YEAR

Name ____________________
Date ____________________
Coordinator Initials ____________________

A. Title of your occupation (see *Dictionary of Occupational Titles)*

____

____

B. D.O.T. Number ____________________

C. Name and address of training station ____________________

____

____

D. Name of Owner ____________________

E. Name of Supervisor ____________________

F. Name of Trainer ____________________

G. Individual study references available at Training Station and classroom

1. ____________________ 5. ____________________
2. ____________________ 6. ____________________
3. ____________________ 7. ____________________
4. ____________________ 8. ____________________

H. Areas of experience "on-the-job" and training for the school year

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________ 6. ____________________

Sample 9 (Continued)

I. Detail or outline of "on-the-job" experiences

1. ____________________

A. ____________________
B. ____________________
C. ____________________
D. ____________________

Sample 10

STUDENT'S JOB TRAINING SCHEDULE

Student's Name ____________________ Phone ____________

Company ____________________

Address ____________________

Trainer-Supervisor ____________________ Phone ____________

	Mon.	Tues.	Wed.	Thurs.	Fri.
IN					
OUT					

Total Hours per week on the job ____________ Hourly Rate ____________

Yes, we agree to employ ____________________
according to the above schedule.

Employer's signature ____________________

Starting Date
__/__/__

Sample 11

ATTENDANCE, DISCIPLINE, AND HEALTH RECORD

Cooperative Work Training ____________
Home Economics Related Occupations ____________
Office Occupations ____________

Sample 11 (Continued)

Student's Name ________________________________ Date ______________
Last *First*

	Freshman Year	Sophomore Year	Junior Year	Senior Year
Absences				
Tardinesses				
Detentions				

Special comments on student's discipline and/or conduct:

____

____

____

____

Date ____________________ Dean ______________________________

HEALTH RECORD:

Is the above mentioned student in good health? ______________________________
List any physical defects or limitations which would have any effect on his or her placement in the Cooperative Education Program of C.W.T. _______, H.E.R.O. _______, O.O. _______.

____

____

____

Date ________________ ______________________________
School Nurse

Return this form to: ______________________________
Coordinator

10-12

BIOLOGY PROJECT EXEMPLIFIES CAREER EXPLORATION GOALS

Defiance, Ohio

Objectives

Biology teacher Paul Flathman employs educational techniques designed to prepare students for actual working problems.

Process

In Flathman's honors biology II class, seven students received experience with two industry-used methods for detecting pollution. They collected water samples from Defiance rivers, ponds and wells and then performed bacteriological testing to determine the level of sanitation indicator organisms known as coliforms.

These same methods are used to check chicken soup for food poisoning, and at dairy factories and other food industries for sanitation control.

One former student of Flathman's class got a job at Campbell's Soup through her classwork.

Flathman said he stresses laboratory skills and problem solving rather than subject matter. He teaches "things that would be useful later on," he said. He feels this helps prepare students to be intelligent voters and more involved citizens.

Flathman constantly updates his experiments to keep pace with the growing science field. The class completed an experiment where they learned how bacteria's traits, such as being resistant to the antibiotic streptomycin, are passed on through DNA, the gene-carrier in living things. He said, however, that he'll "probably replace the DNA experiment with more immediate things in the environment" because the experiment just gives the students experience with techniques rather than providing experience directly related to actual work. "I scrap things that aren't useful," he said. (By Karen Christy, Crescent News Staff Writer)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Environmental Control Health		Curriculum Enrichment Hands-on Experiences	Field Trips Exploration	Attitudes & Values Decision Making Environment Self Concept	

10-12

CAREER DAYS HELP STUDENTS EXPLORE OCCUPATIONS

Nancy Luckhurst, Counselor
Dillingham High School
Dillingham, Alaska 99576
(907) 842-5221

Circumstances

Dillingham is an isolated community of 1200 people located 350 air miles southwest of Anchorage. Salmon fishing, which has been the mainstay of the community, is now being depleted and young people must consider other kinds of work. Representatives of business, labor and the professions participate in Career Days to point out jobs that are currently available in the community.

Objectives

The objective is to increase the students' knowledge of various job possibilities at the local level, as well as their training or educational requirements, their salaries and job descriptions.

Process

Beyond addressing students on Career Days, business people, professionals and skilled people also invite students to their places of work to see and talk about their occupations.

(Dillingham High School has one agreement with the Department of Vocational Rehabilitation which provides 2-3 hours per week of released time for eight students.)

Outcome

Students gain firsthand knowledge of the occupations and life styles of various workers.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies	Advisory & Consulting Career Guidance/ Counseling Employment Information Program Planning Speakers Career Day Role Models	Exploration	Attitudes & Values Career Planning Decision Making	

10-12

DAIRY INDUSTRY ENRICHES HIGH SCHOOL CURRICULUM

Seaman High School
Shawnee County, Kansas

Circumstances

The vocational agriculture teacher, Seaman High School, Topeka, Kansas, wrote letters to the industries relating to agriculture in Shawnee County, the county in which Topeka is located. He asked the industries to cooperate in offering opportunities to junior and senior high school students in observing and participating in any function of their businesses.

One industry that responded was the John Hiller Dairy of Topeka. This small industry produced milk and delivered milk to large institutions, such as nursing homes, childcare centers, hospitals, and private homes. The dairy was comprised of four vocations: dairy workers, truck drivers, secretary/bookkeeper, and manager.

The manager/owner of the dairy had operated the dairy farm for many years in the county. He entered into agreement with Seaman High School vocational agriculture class to visit the agriculture classes and to discuss milk production; in turn the students were to participate in the dairy farm work on a regular work schedule.

Objectives

1. To observe the development of milk from a natural state to a processed dairy product.
2. To understand the concepts of "producer," "consumer," and "supply and demand" for goods; and to relate them to the dairy operation.
3. To be exposed to the scientific procedure used in producing nutritious foods.
4. To know the jobs affiliated with each vocation on the dairy farm.
5. To present dairy-industry information and to demonstrate the various skills to the preschool and elementary school children who tour the dairy.

Linkages/Participants

Hiller Dairy, Topeka, Shawnee County, Kansas

Process

The Seaman High School Vocational Agriculture teacher developed a unit of study on the dairy industry. Students gave reports in class on the history of dairy cows, the feed nutrients required for the cows, the costs of dairy equipment, and the food and nutrition experiments with the various processes for raw milk.

After the reports by class members, the class invited Mr. Hiller to present the growth of his dairy industry and the problems and answers he has encountered in his business. He described the drudgery of the dairy work in that the same work must be done every day of the year. For example, the herd of 160 cows must be milked every morning starting at 4 a.m. and again every evening starting at 4 p.m. The cows must be fed every day and the barns are to be scrubbed every day. The equipment is to be kept in running order in accordance with health regulations.

In addition to the repetitious work, a good dairyman must be aware of such things as the needed nutrients in cow feed that produces milk within a desirable cost budget, the milk market that depends on supply and demand, and the field markets where he can sell homogenized milk, skim milk, and cream. Mr. Hiller acknowledged to the students that they could learn the dairy business through experience, but "agricultural know-how" from schools and colleges was helpful in the production or selection of feed for cows, in planning how to breed and raise young calves, and in business management.

After completing his presentation, Hiller made an agreement with the class to have one student at a time observe and participate in the dairy work for three hours per day, three days a week, for a three-week span of time. This allowed students to come from 4 a.m. to 7 a.m. and from 1 p.m. to 4 p.m.

Through the agreement nine students participated each semester. The student received experience and class credit, but no wages. The student worked right alongside the dairy worker in feeding the cows, washing the cows' udders, applying the milking machines, cleaning the barns, bottling the milk, and washing the equipment. Due to class schedules the student did little with delivering the milk.

Part of the work at the dairy involved the student worker being in charge of the children's tours. The preschools and kindergarten and first grade classes of Topeka made field trips to the dairy to see cows, barns, hay, feed bunks, and milk processing machines. The student worker led the groups through the entire dairy farm and answered their questions. The children were allowed to play in the hay, to feel the protein supplement, and to help fill the water tanks in order to demonstrate that these ingredients were changed internally by the cows into raw milk. The student worker had to understand the concept of man's dependence on plants and animals in order to explain the process to the children.

After the three-week assignment at the dairy, the vocational agriculture students wrote job descriptions of the dairy worker, delivery truck driver, manager, and the secretary/bookkeeper. Class discussion was held with each student worker to share his or her feelings and reactions.

Problems

1. Some students were lax about helping in the areas of washing the machinery and in cleaning the barns. Hard labor is involved in these jobs.

2. Some students who were interested in the farming aspects of the job objected to the phase of the job in charge of the children's tours. It was too much like "babysitting."

Evaluation

1. The students will be able to describe the four occupations of the dairy. All the students could write job descriptions of these occupations. All participated in conducting tours, which required full explanation of the dairy process.

2. The students will be able to do the various jobs concerned with running a dairy. All students participated in all jobs related to the dairy worker.

3. The students will understand the development of milk from a natural state to a processed product. Most students could verbally or on paper describe the process of changing raw milk to homogenized bottled milk delivered to customers for their consumption.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry	Advisory & Consulting Curriculum Enrichment Employment Information Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

10-12

7-9

EXPERIMENTAL TUTORING PROGRAM HELPS UNDERPRIVILEGED YOUTH

Chevron Research Corporation
Richmond, California

Circumstances

A group of engineers in Richmond, California, were very concerned about the educational opportunities being offered in that area. They questioned whether the youth, who were Black, were making the most of their potential and whether they were aware of possible applications of schools to vocations. School absenteeism was evident by the large number of youth loitering in the shopping centers during the day. The foreseeable problem of "unemployment" or "job drifting" was a major worry to these engineers.

Objectives

1. To launch an experimental tutoring program for underprivileged youth.
2. To improve school attendance through increased interest in school.
3. To develop within underprivileged youth an awareness of the relationship between what they were learning in school and the world of work.
4. To experience the work of a research engineer.
5. To develop a closer relationship between school and community.

Linkages/Participants

Richmond High School, Richmond, California
Richmond Junior High School, Richmond, California

Process

To help find a solution to the serious problems of disinterest in school, poor school attendance, and lack of vocational goals held by economically deprived youth who were enrolled at Richmond High School, a group of engineers from Chevron Research Corporation initiated a tutoring project. The high school was located near the research laboratories and offices where these engineers worked. Because of the proximity of the two, the engineers could view the students avoiding the school during the day and thus sensed the accompanying feelings of disillusionment with school and a defeatist attitude on life in general. Through their successful positions the engineers felt they could meet a need in the lives of these young economically deprived students. They felt a sense of urgency in helping these students experience an awareness of school's importance in developing employable skills before they fell into the routine of "job drifting" or possible unemployment.

After consulting the high school administration and faculty, the engineers started out on an experimental program in tutoring the disadvantaged youth. They invited the students to the laboratories, refinery, etc., to illustrate their work. They wanted the students' interest, so they could see some relationship between what they were to study in school and the world of work. They even offered to tutor the seniors on a one-to-one basis for an hour or longer after school. The entire program was a failure, because the students did not like school to begin with and studying an hour after school was even more repugnant.

The group of engineers did not give up; they refused to relinquish their belief that they could help students find a meaning in future employment. They shifted their plans and efforts to the junior high level rather than the high school level. The tutoring phase of the project was changed from after school to the lunch hour. The junior high school allowed the students to visit the laboratories and plant for two hours of class work. There was immediate interest from these junior high students.

The most dramatic event had to do with the success a research engineer had with a student in the laboratory. The student was attracted to drawing lines and appeared to have little interest

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in the complex laboratory equipment. The engineer explained that to make the equipment, one had to draw lines; in other words, one had to make a blueprint. The student asked what one line meant, then what a second line meant. When he learned that the lines were described in a box on the blueprint, he saw a relationship between drawing lines and reading. Progressing, the student inquired how a working factory was made out of small blueprints. When the engineer pointed out that a person had to multiply the numbers by various factors, the student saw the relationship between his interest in drawing lines and basic arithmetic. As a result of this exposure, this student who had been failing about every subject raised his grades from failing to straight A's.

The program continued to grow and spread into other areas of business. More than 300 students from the junior high schools have visited the laboratories and plants at least once a week. Encouraging to the engineers is the fact that, at first, the students did not want to visit the plants, but now they ask to visit even if it is after school.

Problems

1. If the disadvantaged youth have been turned off by school, it takes more than successful engineers and visiting research laboratories to teach them the importance of school in developing salable skills.

2. The students did not want to participate on a one-to-one basis unless it was on school time. The students firmly believed that they were to be concerned with learning only between the times of 8 to 3. They enjoyed the relationship with the engineers but not in a learning situation and that was only acceptable during school hours.

3. Some of the faculty felt the engineers were wasting their time on these students. The faculty had to be shown the same as the students.

4. The engineers had to take the initiative in the project. The educators felt the project would not work if it appeared they were pushing their problems off on industry.

Evaluation

1. The school and community will develop a closer relationship. Businessmen and women gave their time to work with these students.

2. The students will improve their attendance at school. Across the boards, the average student not only cut down on his absences, he/she also raised his/her subjects better than one grade point.

3. The tutoring program for economically deprived students will be established. The program is part of the curriculum for junior high students. Some of the tutors have developed big and little brother or sister relationships with the students. In some cases the tutors have been the only work-successful male or female in the students' lives.

4. The students will be exposed to the positive attributes of the world of work. The participating students interacted with people who enjoyed the work they were doing. The students observed people at work where success of a project often depended on the cooperation of those who were involved.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction Manufacturing	Business & Industry	Advisory & Consulting Tutorial Hands-on Experiences Role Models	Exploration	Attitudes & Values Career Planning Environment Interpersonal Relations Self Concept	

10-12

CHASE MANHATTAN PROVIDES PROGRAM FOR DROPOUTS

Chase Manhattan Bank
New York, New York

Circumstances

JOB program of Chase Manhattan Bank was formed to train workers who normally would not qualify for employment. Most of the JOB trainees were young, black high school dropouts who read at the fifth grade level. The program was open to any man or woman who could meet the bank's bonding requirements which exclude felons and narcotics addicts, but not purse snatchers or former addicts.

Objectives

1. To prepare trainees for the world of work, especially banking.
2. To develop salable skills, so the trainee could fit in at any bank.
3. To assist schools in solving the dropout problem.
4. To participate in counseling and advising trainees, so they do not drop out of the JOB program for the same reason they dropped out of school.
5. To improve academic skills, such as the basics, so the trainees can function outside of the job.
6. To improve the trainees' outlook on life through positive motives and attitudes on the part of fellow bank workers.
7. To make a contribution in alleviating some of the social ills of the big city.

Linkages/Participants

Dropouts of New York's ghetto high schools

Process

Many companies have become affiliated with urban schools in the big cities. A type of partnership which involved an exchange of commitment between the school and company was established in an all out effort to alleviate some of the problems of urban education. One of these companies was Chase Manhattan Bank which developed a training program for the hardcore unemployed youth.

The training program, JOB, emphasized jobs over academic content in its training. Bank officials said the effort to make the trainees into reliable employees worked. At the same time they concede there were many problems before the bank hit upon a workable program. JOB trainees got four weeks of full-time study and then spent five months working and studying on alternate weeks. During the program—for which trainees were paid by the hour—lessons covered mathematics, business fundamentals, reading, and other language skills. Trainees completing the six-month program automatically became full-time Chase employees; at the end of last year, JOB had graduated 255 workers, 128 of whom were still with the bank.

Despite JOB's seeming success, Chase has to revise the program because "we found we just weren't doing it right," said Art Humphrey, Jr., JOB's white director. Until it changed, JOB was force-feeding its trainees heavy doses of black and Spanish culture and other highly abstract offerings. In fact, trainees frequently found themselves sent to museums, Afro-American exhibits, and—to acquire a little white middle class culture—plays. A central idea of the effort was to prepare trainees for the high school equivalency test. "This turned out to be impossible," said Humphrey, noting that only about 20 percent of JOB graduates were found sufficiently prepared to take the test. Also, many trainees became bored and dropped out.

Then Chase surveyed the trainees themselves. "They told us all this cultural stuff was a waste of time," the bank official said. Instead the trainees wanted to know about the bank. Chase shortened the overal program from a year to six months, eliminated many of the culture awareness projects, and even did away with such academic stand-bys as algebra and English grammar. The program emphasized material needed for success inside the bank rather than for passage of a high school equivalency test.

While the trainees grappled with academic material, they did so in a way that was constantly related to a prospective job inside the bank. For example, trainees learned world geography for use in the bank's international department. Geography was taught with maps; it was taught by having students think of the world in terms of zones where the bank does business. Thus, they learn that Cairo is in the Middle East. Also, trainees still had to learn communication skills, although they did not have to struggle with conjugations and other technicalities of grammar. Instead they learned bank terminology; for instance, they learned that a platform is not a raised area, but simply a designated space for certain bank officials.

Chase Bank noted that the program made little progress in reshaping curricula or developing education innovations that worked with these trainees. Chase Bank, like many other companies which have attempted to share responsibility for educating urban youth, found it was most successful when it worked in its own areas of expertise—banking.

Some critics contended that the program's orientation made trainees useful only for Chase Manhattan Bank, thereby limiting their job mobility. JOB spokesman noted that the dropout rate declined from 35 percent to 20 percent as a result of the change from academic to simple bank training. A person's position is not improved in the job market by giving him or her six months of book learning. What made him or her mobile was the experience he acquired. The person was helped by giving him or her what was immediately needed for success.

Problems

1. Critics of big business denounced big companies' efforts as public relations gambits.
2. Trainees drop out of the program. Regardless of what is done, those who have dropped out of high school still take the easy way out of a problem.
3. The motives and attitudes that go with charity must be avoided.
4. Some trainees expected higher pay. Unemployment paid better than the incentive offered in JOB.
5. Executives of the program frequently lapsed into a mechanistic view of social change and thought that developing a good educational program was like manufacturing something automatically on an assembly line.

Evaluation

1. The JOB program will relate to the hard-core unemployed. The JOB program is a widely respected training program and has been the model for several companies in large cities throughout the United States.
2. The JOB program will develop employable skills in the trainees. Chase Bank hired and retained 128 trainees of the JOB program.
3. The JOB program will develop a curriculum that relates to the needs of the trainees. When the cultural and academic aspects of the program met with resistance, the JOB curriculum was adjusted to meet the needs as identified by the trainees, thus eliminating the cultural awareness portion of the program.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Environmental Control	Business & Industry	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Tutorial Work Study Hands-on Experience	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Full time

YOUTHPOWER EMPHASIZES FOOD-RELATED CAREERS

Kansas Youthpower Food and Careers Program

Circumstances

Youthpower Project is a non-commercial nationwide educational program on food and food related careers sponsored by food industry companies and organizations who produce, market, process, and distribute American's food supply. Every state has its own Youthpower Project. In Kansas, the Youthpower Food and Careers Program is sponsored and directed at the state level by representatives of agencies, institutions, and organizations interested in youth, the food industry, and education. On the county level, a Youthpower Committee offers guidance in the preparation of individual Youthpower projects and in the planning of food industry tours, Better Breakfast Programs, and Kansas Nutrition Week activities.

Objectives

1. To encourage career exploration in food related fields.
2. To make teenagers aware of the effect of nutrition on health and fitness.
3. To provide opportunities for youth to study technology.
4. To help future consumers develop an understanding of consumer economics in the supermarket.
5. To help teenagers develop initiative and to become leaders in their school and communities.

Linkages/Participants

Kansas
Associated Milk Producers Incorporated
Jayhawk Food Dealers Association of Topeka, Kansas
Dairy Council Incorporated
Kansas CowBelles, Kansas Auxiliary of the Kansas Livestock Association
Kansas Dietetics Association
Marketing Division, Kansas Department of Agriculture
Vocational Education, Kansas Department of Education
Kansas Extension Service
Kansas Farm Bureau
Kansas Farmer Magazine
Kansas Grange
Colleges of Agriculture and Home Economics, Departments of Dairy and Poultry Science and Foods and Nutrition, Kansas State University

Kansas Porkettes, Auxiliary to the Kansas Pork Producers Council
WIBW Radio and Television, Topeka, Kansas
High Schools of Kansas

Process

The Youthpower program as an independent study program complimented high school classwork, 4-H project activities and many of the activities of other youth programs. A Youthpower project was often coordinated with an interest in social sciences, home economics, or vocational agriculture and with economics, journalism, health, chemistry, and biology classes. The program was designed for the benefit for all of America's twenty-four million teenagers, whether they live in cities, suburban, or rural homes.

Originally the program developed as a result of the White House Conference on Food. The Kansas representatives to that conference returned to Kansas and held a statewide conference in Hutchinson for adults. The next year leaders from the White House Conference, food industry people, and educators met and decided that if the nutrition of the country was to be improved, the teenagers must be involved.

Kansas Food Conference selected three Kansas counties to pilot a Youthpower program. A boy and girl delegate were selected from recommendations from schools in Pawnee, Sedgwick, and Douglas counties. These six young people attended the National Youthpower Conference in Chicago and returned to their counties to give talks for school groups, civic clubs, and clubs in their own county.

Kansas adopted the plan that youth wishing to pursue the purposes of their Youthpower program and wanting to attend the National Meeting of Youths should pursue a project in the areas of food, research, or nutrition. Projects were submitted to a state selection committee, and twelve youth were selected to participate in the national meeting. These delegates were then asked to share their experiences as Youthpower participants and to tell others what they learned, to promote Youthpower, and to give programs for school, 4-H, civic, and other interested groups.

For example, the 1975 Kansas delegate to the National Youthpower Conference was from Wabaunsee County. She was a seventeen-year-old high school junior. Her idea for a Youthpower project came about when she was home alone one day. She was hungry, yet felt the effort of fixing a warm meal was not worth the effort for eating alone. If a cold snack was all she wanted to prepare, she wondered how well nourished were the aged persons who lived alone in her community. She conducted a survey to find out. After interviewing eight-five persons who lived alone, she investigated the possibility of having warm meals delivered to the homes of aging persons in the community. As a result of her project, a Meals-on-Wheels program was developed and is now serving the elderly in her community. Youthpower funded her project, and the community took it over to serve the elderly.

The Youthpower projects were to be developed on the following major projects:

Career Studies—Study various careers in the food industry. Know job descriptions, educational requirements, salary ranges and advancement opportunities. Participate in your high school cooperative work-study program. Interview people employed in the industry. Teach a group of young children about foods. Study their change in eating habits.

Nutrition and Health—Compare food requirements for an active teenager and that of an overweight or inactive teenager. Consider the effects of fad diets. Organize a teenage weight-control club.

Constrast social and cultural factors which affect the nutritional level of a community and a nation. Show the relationship between a person's level of nutrition and his social, economic, and educational advancement. Suggest foods that enhance the aesthetic and nutritive values of meals.

Food Science and Technology—Trace the steps of a specific food from the farm to the table. Consider people, machinery and transportation. Show effects of insecticides, fertilizers, herbicides, and other chemical preparations on the production and preservation of foods. Relate both advantages and hazards of chemicals used with our foods.

Study a particular phase of the food industry: production, research, processing, retailing, quality control, or education of the public.

Dollars and Sense About Foods—Take charge of family food shopping for two weeks. Develop menus for the period. Calculate weekly costs for all foods purchased. Calculate cost per person per day. Evaluate a selected list of foods used in terms of cost for nutritive value and cost for convenience.

The World Food Situation—Study food standards and regulations concerning production, processing, and selling of foods. Study proposed, as well as existing legislation affecting our food products. Discuss pros and cons of an existing or proposed law which affects our food.

Evaluation

Kansas Youthpower will contribute to the objectives of encouraging career explorations in food related fields, making teenagers aware of the effect of nutrition on health and fitness, providing opportunities for youth to study technology, helping future consumers develop an understanding of consumer economics in the supermarket, and helping teenagers develop initiative and become leaders in their school and communities. The total honor roll of Kansas Youthpower teens attending the National Conference is 193 with 31 adults attending as chaperones. Many of these former delegates are college graduates who pursued careers in agriculture or a related curriculum or home economics, journalism, or other careers.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Consumer & Homemaking Environmental Control Health Marketing & Distribution Transportation	Business & Industry Labor Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Counseling Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Hands-on Experiences Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

LOCAL BUSINESSES PROVIDE TRAINING STATIONS FOR RURAL HIGH SCHOOL

Meeker High School
Meeker, Colorado

Circumstances

Meeker High School, a small rural high school, was limited in the amount and diversity of career education it could offer. Vocational training had involved the dual problems of costly facilities and instructors and the possibility of low enrollment. Yet rural youth who move to metropolitan areas upon graduation have significant need for such education. Before the vocational exploration program began, half of Meeker's students were going on to college, and only half of these were completing a four-year program. In spite of this, the curriculum was primarily of a college preparatory nature. At the same time, the value and importance of work seemed to be downgraded.

An opinion survey of graduates from Meeker High School indicated that most of the students were ending up in jobs within five years after graduation. Most of them wished they had better training for such work while in high school, a more complete picture of what jobs were available, and a better basis for choosing a job or career.

Objectives

1. To utilize the local business community as a valuable resource for education.
2. To offer students the opportunity to obtain vocational skills and experience while in high school.
3. To develop the general work qualities, such as honesty, punctuality, reliability, safety, and good human relationships.
4. To expose the students to all aspects of the business world.
5. To allow students to "try out" jobs before having to make career choices.
6. To make school more relevant for students in terms of life and work after graduation in order to reduce the drop-out rate.

Linkages/Participants

Local Meeker, Colorado, businesses

Process

Meeker was a member of the Western States Small School Project—a small school improvement effort. This project was active in identifying the shortcomings and the potentials of small rural schools and in designing viable innovations. Local merchants and the County Superintendent of Schools suggested that local businesses be utilized as training stations. Meeker was chosen to run the pilot program. A survey of the town revealed that there were over seventy businesses, offices, or governmental agencies willing to offer their help. Meeker High School's agricultural teacher coordinated the program, which recruited six students for the first cycle. Enrollment now ranges from thirty to forty students each year.

The juniors and seniors of Meeker High School enrolled in Vocational Exploration during fall registration. The counselor gave enrolled students the General Aptitude Test Batteries, so that students were better prepared to select appropriate jobs. Each student applied directly to the business or agency of his or her choice; the principal and school coordinator had to approve each application. Once the student was accepted for a job, he worked out a schedule with the principal, based on the most favorable learning times at the work station. Most students spent all year at one work station, but this was flexible; and individual arrangements were made in the best interest of the student.

The school coordinator encouraged employers to give the students a broad exposure to the nature of the job or business, its problems, and satisfactions. He also visited each employer at least once every two weeks to check on the students' progress, to determine if any problems had developed, and to confer with the employer on grade assignment.

A seminar in which students share ideas and experiences that resulted from their jobs was held. The counselor also was provided time to visit employers and work stations to promote the coordination of the counselor's efforts with student job experiences. These two situations encouraged student input and another person's reaction in addition to the coordinator's in evaluating the jobs and the treatment of the students.

One of the positive aspects of this program was that it used both the human and material resources of the community, and therefore the cost was very low. The only cost was the $600 per year paid to the coordinator because his work on the project was done in addition to his full teaching assignment. The high school is considering using supplementary materials in the future which will be pre-packaged units or cassette tapes dealing with work habits, skills, expectancies, etc.

Problems

1. The high school was not able to free a teacher from regular full-time duties to supervise and coordinate the program. It is planned that 40 to 50 percent of a teacher's time will be devoted to the project next year. This would enable him or her to visit each student on the job at least once a week, confer weekly with the employers, and coordinate the job experience with the student's other studies and teachers.

2. Meeker High School felt the program grew too rapidly. The high school staff who participated in the program encouraged other schools to begin with a few students and a little promotion and to allow the program to grow naturally.

3. Certain work stations proved unsuitable because of the quality of supervision, the amount of learning provided, or safety practices. These work stations were removed from the list to be considered next year.

4. Some additional criticisms of the program are as follows: (1) a personality conflict developed between a student and employer; (2) some employers gave the students only limited or boring experiences; (3) some absenteeism became a problem; and (4) some students were overburdened with classroom work.

5. The rule "students should not be paid" should have been made from the initial effort of the program. Some students were paid and some were not—a definite problem.

Evaluation

1. Students will perform on the job or will be removed from the work station. It is important to note that some students who performed very poorly in the classroom were excellent on the job.

2. The students will gain on-the-job experience and training. All students who participated in the program held a job with employer supervision.

3. The students will be tested to determine their interests and aptitudes. The counselor gave the General Aptitude Test Batteries to all students and various other tests at the students' request.

4. A better relationship between school and business will be developed. The businesses in the Meeker area were very hesitant about the program at first, but the students' attitude and interest won other businesses to request participation in the program. There were discussions and presentations about the program at the local civic clubs that many of the businessmen and faculty of the high school belong to.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Services Transportation	Business & Industry Community Groups Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	Part time

10-12

SIMULATION PROVIDES OFFICE PRACTICE

Wrangell High School
Wrangell, Alaska

Circumstances

Wrangell, Alaska, is a small, isolated town which has little access to outside resources. Students at Wrangell High School had no opportunities for students to acquire business and office skills beyond those considered basic. It was felt that experience with the realities of the business world was essential to those students who were interested. Therefore, the Wrangell High School business instructor wrote a proposal for a simulated office class. The proposal was funded by the state; $10,000 from the state was matched by $8,000 from local school district funds.

The proposal funded the Zimovia Enterprise—a simulated office practice class. Students named the class and established it as a mail order sales operation. They simulated the purchase of business education textbooks from two major sources, and the sale of these textbooks to nearly every high school in Alaska. The thirteen student employees received non-negotiable checks as salaries. The objectives of the class were to teach office skills and to give students realistic office experiences.

Objectives

1. To make business skills available to high school students.
2. To supplement the course work of the high school curriculum.
3. To instill the dignity of work through a cooperative student venture.
4. To give students opportunities to exercise initiative and to assume responsibility.
5. To give students realistic, as possible, office experiences.

Process

After receiving the proposal, the Wrangell business instructor, with the help of some students, spent the summer preparing purchase orders and forms for the class. At the same time a classroom and adjacent book storage room were remodeled into the office known as Zimovia Enterprises. Several types of office machines were purchased and installed.

Every effort was made to create the atmosphere of a real office. Each student had his or her own office desk. The classroom was equipped with a telephone system and seven extension phones; also on hand were business cards, stationary, and forms with the Zimovia name.

The instructor met with the student managers, who then instructed the students under their supervision. The flow of documents was similar to that of a business office, beginning with request letters written by the instructor. Copies of orders were kept and filed as appropriate. For example, the sales order goes to Accounting from the Sales Clerk for recording of the inventory depletion and typing of the shipping invoice. The office system thereby provided for both inventory tracking/replenishing and sales reordering/shipping/billing. A number of office staff interact with school personnel in providing clerical and copy services.

The Office Manager kept the entire operation running, established policy with the other managers, assigned replacements for absent students, and planned student transfers from one job to another. The Office Manager also evaluated each student, as did the various other managers and supervisors. A payroll was issued every two weeks according to a pay scale established by the students.

To add realism to this type of class, business classes in other area schools sent in orders. Students processed the orders, sent out invoices, and received non-negotiable checks from the other classes. Also, duplicating work done for local businesses paid for such office extras as taped music and coffee.

Problems

1. A wide variety of office equipment should be available for student use. Initial purchases for Zimovia included electric typewriters and calculators, adding machines, dictaphones, telephone equipment, three copying machines, filing equipment, and office desks.

2. Although simulated office class offers advantages over a regular business class, this type of class is not the real business world. The development of work attitudes and responsibilities is more difficult than in a cooperative work program where the student is placed in a real situation involving business practices.

Evaluation

1. Students will be prepared for jobs in the business occupations. Those who have participated in the simulated class appear to operate better in the first year of their jobs than do students who have graduated before the simulated class was implemented. This observation is based on comments of the employers.

   In addition, numerous inquiries have been received from business educators in other remote locations who are interested in implementing similar programs. Some of these inquiries have resulted in on-site visits by teams from other schools.

2. Students will be able to demonstrate business skills that will be salable to employers. The class was small enough that the progress of the students could be tracked through observations and written work.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office		Curriculum Enrichment Program Planning Student Evaluation Work Study Equipment Provision Hands-on Experiences	Work Experience Exploration	Career Planning Decision Making Economic Understanding Interpersonal Relations	

10-12

"OPERATION BOOTSTRAP" PROVIDES CONSTRUCTION SKILLS IN ISOLATED AREA

Paisley High School
Paisley, Oregon

Circumstances

Paisley, Oregon, is an isolated small town with a high school population of fifty-nine students. There is no access to guest speakers or vocational exhibits, and the community offers little in the way of craftsmanlike buildings. To alleviate this problem of providing vocational-oriented opportunities to high school students, educators in Paisley developed a project entitled "Operation Bootstrap." The educators hoped to give students experience in the proper methods of constructing buildings. This would provide future citizens with sound vocational skills, which might ultimately be evidenced in the town. It was also felt that some of the skills once taught by older generations were disappearing from the area and that the project would reintroduce them.

Over half of the Paisley High School's students participated in the project of constructing a building—a 40-foot by 32-foot block-wall building. The building process was a personalized hands-on experience with the textbook used only as a source of information rather than the primary tool of learning. Some of the students were designated foremen and, through job rotation, all students who participated in the project were exposed to a variety of construction work experiences in such fields as carpentry, trowel trades, roofing, cement work, iron work, painting, and plumbing. The finished building now serves as a vocational training classroom.

Objectives

1. To make vocational skills available to high school students.
2. To supplement the course work of the high school curriculum.
3. To make the students aware of occupational clusters.
4. To instill the dignity of work through a cooperative building venture.
5. To give students opportunities to exercise initiative and to assume responsibilities.
6. To make every student feel accepted in the total life of the school.
7. To develop desirable attitudes, ideals, and appreciation essential for today's world.
8. To provide opportunities to coordinate some activities of the home, school, and community.

Linkages/Participants

District 11 C School Board
Local businesses of Paisley, Oregon

Process

The idea for Operation Bootstrap was conceived by the school administration; in the spring District 11 C School Board approved of the project concept. School officials, a local citizens' committee, and the school board worked closely in drawing building plans, conducting analyses of soil and bearing strata, and beginning preliminary footing excavation. Students raised and roofed the block-wall building. The next year students began the finishing process by pouring cement, doing the electrical and plumbing work, building inside storage rooms and toilet facilities, and painting and decorating the inside of the building.

Every attempt was made to follow sound construction practice. Students were exposed to and were expected to demonstrate an awareness of basic safety rules, first aid, computation skills/measurement, simple record keeping, strength and stress factors of material used, and the health and sanitation code of Lake County. Hands-on vocational experience coupled with supplementary classroom instruction was the basic operating procedure. Each student rotated through every phase of the building project from digging trenches to pounding nails.

The fear of doing things wrong was dispelled by getting students involved. Each activity was subject to instantaneous correction and instruction. Students were taught that learning to drive a nail properly was just as important as developing the ability to handle any of the more technical aspects of the job. By the second year, the new building was ready. It now houses shop classes in small motor repair, introductory shop techniques, and arts and crafts.

The cost of the 40-foot by 32-foot student-built shop building was estimated to be $5,000, which was budgeted by the Paisley School Board. A cost analysis showed a total of $3,604 spent for building the shell, leaving $1,395 for completion of the building (finished inside, pouring floor, etc.). In addition, the builders utilized gravel from the Chewaucan River and borrowed tools, cement mixers, tractors, saws, drills, and other material as needed. Community members with pickup trucks were enlisted for help in hauling cement, wood, and supplies from town to the school site. Also utilized were the personal building, electrical, plumbing, and surveying skills of the Rancher Lay Committee.

This type of project required an instructor who was enthusiastic about starting from scratch and had experience in working with discipline cases. The instructor also must be able to recognize that for some students the construction project is a way to use excessive energy and provides them with a chance to win recognition away from the athletic and academic programs.

Problems

1. Methods employed in Operation Bootstrap required that the instructor be aware of the constraint of distance and the slower pace of country life which suggests a flexible "jack-of-all-trades" role for him or her.

2. Instruction to classes concerning new facets of the job had to be simple, precise, and repeated until everyone seemed to understand. A clear statement of purpose had to follow instruction, since there was no carryover to the next day.

Evaluation

1. The project will be valuable to the school and the community. The community church has enlisted the students to help build a new social hall. The condition of the school property has improved: crumbling cement has been refurbished; student-built bleachers and benches have been built for the football stadium; the school board has given permission for the students to start building a metal shop and auto shop.

2. The project will make vocational skills available to students. Of the students who participated, 75 percent were not planning to obtain postsecondary education. Verbal reports from parents indicate that student response to home maintenance and repair has increased with the new skill awareness.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Curriculum Enrichment Employment Information Program Planning Equipment Provision Hands-on Experiences	Work Experiences Exploration	Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

10-12

ALMOND FARMING PROVES PROFITABLE

Sutter Union High School
Sutter, California

Circumstances

Many of Sutter, California, Union High's students are from families who are on welfare. The agriculture department wanted to increase its available teaching equipment and provide work experience training for these students; however, the school budget was not large enough to allow for the purchase of the necessary equipment. It was decided that in order to solve this problem, a money-making project would be needed. To begin the project, the school district loaned $5,000 to the Future Farmers of America Club and agriculture classes to allow school farming of a 25-acre almond orchard owned by the school district.

Objectives

1. To raise funds for the purchase of shop tools.
2. To offer students the opportunity to gain basic skills in pruning, planting, cultivation, irrigation, harvesting, and general management.
3. To pay wages to welfare students who work in the orchard.
4. To provide additional classroom learning aids.
5. To expand agriculture curriculum.
6. To make future farmers aware of progressive methods in orchard farming.

Linkages/Participants

Ford Motor Company, Sutter, California

Process

The school district owned 25 acres of almonds adjacent to the Sutter Union High School building. School personnel felt that the orchard might provide both needed funds and skill training for students. Once use of the orchard was approved, the school's Future Farmers of America officers and agriculture department teachers began building community and school board support. The Board, the students, and the teachers agreed to allow school farming of the orchard; and the district borrowed $5,000 to start operations.

Basic equipment needed to operate the farm was leased through the Ford Motor Company School Lease Program. The school also purchased a number of new welders, cutting equipment, and grinders to supplement its shop classes. The new equipment and plans augmented the expanding agriculture curriculum.

The orchard was operated as a paying operation; therefore, every attempt was made to obtain the best prices for replacement trees, spray, fertilizer, herbicides, sales agreements, etc. The classes provided students with opportunities to figure both simple and complex agricultural problems, such as fertilizer percentages, irrigation costs, decisions on types of sprays and formula, general maintenance and operation of tractors, and the building and repairing of equipment. Wages were paid for general orchard work and harvest work.

Leased equipment was often used in other projects, usually by FFA student members, in ways that create new experiences, such as the use of a tractor to build a greenhouse.

Problems

1. Management of the program is time-consuming for the teachers; students do the work, but they need supervision and advice.

2. Prior experience in farming is an obvious advantage for the teacher in any such project. The teacher must like farm work and enjoy working with young people in self-development.

3. Cost of a similar project elsewhere would vary according to its type, size, and location.

Evaluation

1. The student will be paid for their work. Approximately $10,000 in wages has been paid to students who work in the orchard. Wages were $1.75 per hour for general orchard work, and $3.00 per hour for harvest work.

2. Progressive methods in orchard farming will be disseminated. Many farmers have adopted farming methods displayed in the program, even some who did not have children participating in the program.

3. The students will obtain skills in agriculture production. Area farmers and agriculture-related employers have displayed immense satisfaction with the program graduates who go on to work for them.

4. The agricultural curriculum in the high school will be expanded. More students are taking agricultural related courses than before the implementation of the program. The expansion in the agricultural curriculum to satisfy the increased number reflects a growing interest on the part of the students and a parallel support by the Board and parents.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources	Business & Industry Community Groups Parents & Other Individuals	Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Part time

10-12

COMMUNITY COLLEGE PROVIDES INSTRUCTIONAL SERVICES TO SECONDARY STUDENTS

Dr. William H. Feddersen, President
The Williamsport Area Community College
1005 West Third Street
Williamsport, Pennsylvania 17701
(717) 326-3761

Circumstances

The Williamsport Area Community College (WACC) provides 45 different career vocational, technical, and general education programs on the postsecondary level. Seventeen high schools from 12 of the 20 sponsoring school districts saw the advantage of not duplicating the facilities and programs through their own development of area vocational technical schools. Therefore, these school districts and high schools agreed to contract with WACC to provide the vocational technical training-lab-shop classes for their high schools.

Objectives

To train the high school students of 17 high schools from 7 counties in northcentral Pennsylvania in 21 different career-vocational-technical programs. To articulate with each high school the academic program which is offered at the home high school with the career vocational-technical lab-shop training provided at the college.

Linkages/Participants

Each of the 17 high schools from the 12 sponsor school districts contracts with the college for the career vocational technical training.

Process

Students from these 17 high schools come to the college on a nine-week basis. Students spend 9 weeks at the college to receive their career vocational technical training and then return to their high schools for the high school required and academic courses necessary for graduation. Though most of the students are juniors and seniors, some high schools do send students during their sophomore year.

Most students are bussed in from their school district an average distance of 40 miles. Some travel from as far away as 70 miles, arriving at the college between 8:30 and 9:00 a.m., and then leave the college for their home high school between 2:30 and 3:00 p.m.

A series of 21 different high school programs are available to these students. Usually the student when he enrolls in his sophomore or junior year continues his program throughout his high school program. However, a student may wish to elect another career choice that suits his/her needs. All training and related courses are designed with the greatest flexibility to meet individual needs and to give the students "hands on" and industry or business experience. Approximately 1400 high school students enroll at the college each year. Upon graduation students do have the option to enroll in the Postsecondary Instructional Services "College Program" with advanced placement, completing their 2-year program or associate degree in a shorter period of time.

Outcomes

Upon graduation, approximately 75 percent of the students are gainfully employed in their areas of training or related fields. Other students continue their education at the college and institutions of higher education. Approximately 100-150 students annually participate in the CAPSTONE-Cooperative Education Programs in an effort to relate a smooth transition to the world of work.

Evaluation

The programs are approved by the Department of Education and Middle States, as such all schools are eligible to participate in state and federal reimbursement for Vocational Education. This program has been in effect since the establishment of the Community College in 1965 and during its forerunner, The Williamsport Technical Institute, which was operated under the Williamsport School District and provided similar services to certain surrounding high schools.

The program is popular among the students as well as the administration and staff of the various school sponsor districts. Acceptance or assignment from the home school is based upon the student's interest, aptitudes, and ultimate benefits to be received by the student. The number of students to be assigned/sent to the College is determined by the sending school on a contract basis with the College.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Postsecondary Education	Curriculum Enrichment		Attitudes & Values Career Planning Decision Making Economic Understanding	

10-12

MARINE INDUSTRIES PUT STUDENTS ON BOARD

Palacios Independent School District
Leon Bullock, Vocational Director
100 Shark Drive
Palacios, Texas 77465

Circumstance

In the 1968-69 school year, a group of persons associated with the Marine Industries requested the school to pursue the possibility of establishing training in the marine occupations areas. This request was accepted and an advisory council was established. A survey was made of school dropouts, student achievement, jobs available, skills needed for entry, problems employers have with holding employees and the opportunities available in the local marine industries.

Information gained from these sources indicated the industry was in need of persons with low job entry skills, or semi-skills. In studying the vocational programs available for public schools, the advisory council recommended the school pursue the Cooperative Vocational Academic Education Program and the development of two clusters of skills to meet the marine industries needs.

Objectives

In 1970-71 school year a pre-employment Laboratory Training Program in marine related occupations was initiated. The program was designed to prepare students with special learning needs for payroll jobs. The program included six (6) marine occupational crafts grouped into two (2) clusters. Cluster I included internal combustion engines, small boat construction and repair, and marine electricity. Cluster II included marine welding, construction and repair of marine harvesting equipment and seamanship.

Linkages/Participants

Palacios Independent School District
Leon Bullock, Vocational Director
100 Shark Drive
Palacios, Texas 77465

Collins Crab Packing Company
Dumas Shrimp Processing
Palacios Machine Shop
Matagorda Bay Shrimpers Association
Matagorda County Commercial Fisherman's Association
Texas A&M Sea Grant Program
Matagorda County Extension Agent
Texas Parks and Wildlife Research Station

Process

During the 1975 school year contacts were made by the Palacios Independent School District with the Texas Education Agency about the possibility of a pilot project that would allow actual training aboard a fishing vessel. After considerable study of all the facets involved in developing such a program, a contract was issued for lease of a vessel with a supply budget to help insure the success of the program.

It is believed that this cooperative agreement with the seafood industry which includes Collins Packing Company, Dumas Shrimp Processing, Palacios Machine Shop, and the Matagorda

Bay Shrimpers Association has proved advantageous to the school as an important training device for the students enrolled in the program.

A student who enrolls in the program and who completes the course outlined is expected to acquire skills in radio operation, navigation of a shrimping vessel, use of the fathometer and compass, operational use of a try net, rigging, and adjustment of doors. Each student is expected to learn the basic information required of a shrimp boat captain which includes duty watch assignment, fire drill procedure, man overboard procedure, abandon ship procedure, weather read outs, stop and render aid, handling fuel and oil aboard the vessel, and dangers from exposure and shock.

A follow-up of graduates and school leavers indicates that participants in this program acquired and retained jobs in this field which classifies it as successful.

The pre-employment laboratory marine related occupations course has received the backing and aide of the local marine industry, the Matagorda County Commercial Fisherman's Association, the Texas A&M Sea Grant Program, The Matagorda County Extension Agent, and Texas Parks and Wildlife Research Station in Palacios.

The advisory council, consisting of members from some of the above organizations, has recommended expanding the program to include on boat training and has presented a list of desired skills needed for various jobs. The need of a fishing vessel (boat) to be used in this phase of the program is the next step to a well rounded marine training program.

The program was considered one of the more successful to be started in recent years by the Marine Advisory Council. The council as a measuring stick, used student interest, follow-up placement statistics, acceptance by the fishing industry and other related businesses to determine the success of the program.

This funding for a shrimping vessel was continued during the 1976-77 school year. The program was again evaluated by the School Board, Marine Advisory Council, and the leasor (Palacios Machine Shop). Mr. Barrett, owner of the Palacios Machine Shop, through the years has developed a sincere interest in the program and has indicated that only a token lease would be required for the continued operation of the shrimping vessel. He is approaching retirement and has indicated the possibility of an outright donation of this shrimping vessel to the school, for use by the students of the Palacios Independent School District.

Outcomes

In an effort to conserve local funds and funds offered by the Texas Education Agency, efforts are being made to obtain the services of this shrimping vessel without cost to either of the above agencies toward rent on the vessel. To insure the continued success of this expanded CVAE Marine Program, continued funding in the area of instructional supplies (fuel, oil, ice) maintenance (dry docking) would be required.

Problems

The only problem noted at the program was a lack of time in a two-hour teaching schedule to complete the objectives of the course. At the end of the first year of the program a request was made to the Texas Education Agency to allow the school a three-hour class period. This request was allowed and the students received approximately two hours and ten minutes of actual aboard ship training each day.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Marine Sciences	Business & Industry Labor Community Groups Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision	Work Experience	Career Planning Decision Making Economic Understanding	Full time

10-12

Teacher

YOUTH IN INDUSTRY HELPS FILL AREA NEEDS

William S. Leonhardt, Occupational Counselor
Gaston County Schools
Box 775
Bessemer City, N. C. 28016
(704) 629-3136

Circumstances

The counselors in Bessemer City are members of the International Management Council, the local chapter of which organized a Youth in Industry Committee through which the local industries host the teachers and acquaint them with their work and their products. It has been very successful in fostering good relationships between the teachers and businesses.

Objectives

Along with providing students with occupational skills, a primary objective of the cooperative program is to provide skilled workers for the school district. Program projects render services to the community in the form of walks, walls, recreation facilities, etc. These projects also promote a great deal of good public relations within the community. Students enjoy the benefit of earning money while refining their skills.

Process

Tenth graders receive an introductory course in vocational education. About 40 percent of 11th and 12th graders participate in the vocational program. Eleventh and 12th graders in Industrial Cooperative Training and 12th graders in Cooperative Office Education attend school in the morning and work in the afternoon. They are paid for their work.

Bessemer City is the largest employer of bricklaying and cabinet making students. The county and private citizens also employ them. Most Cooperative Office Education students work in the business offices of local textile manufacturers.

Outcomes

Students are learning salable skills through on-the-job training and are benefiting from contact with potential employers. There have been no serious problems in implementing the programs, which are regarded as welcome and respected additions to the community.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Construction Manufacturing Marketing & Distribution	Business & Industry Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Work Study	Work Experience Coop. Education	Career Planning Decision Making Economic Understanding	Part time

10-12

STUDENTS PLAN THEIR FUTURES ON FIRST-HAND INFORMATION

Toledo, Ohio

Circumstance

The Toledo Public Schools have a well-infused and very active and extensive K-12 Career Development Program. The examples of cooperation between business, industry and labor and Woodward High School that follow are taken from three 1977 issues of "Career Development News," Toledo's career education newsletter, and represent only highlights of the Program at one high school.

Objectives

The work exposure and field trip activities are designed to provide information about various careers that students can relate to their own abilities and interests.

Linkages/Participants

Sharon Manufacturing, Lambertville, Michigan
Owens-Corning Fiberglass

Crane Creek Wildlife Refuge
Owens-Illinois
The Scientific Research Society of North America (local chapter)
St. Vincent Hospital and Medical Center
Toledo Fire Department
United Airlines
Margaret O'Brien's School of Modeling and Fashion Design
Douthat State Park
Johnson's Furniture
Academy Art and Sign

Process

Woodward High School

- Industry, large and small, plays a key role in our nation's economy. The labor force is very much a part of the total economic picture as well. Sharon Manufacturing of Lambertville, Michigan, a small industrial plant, introduced seven Woodward students to its important role in the world of manufacturing. Although employing fewer workers than large corporations, the company still has a need for machinists, clerks, computer programmers, electricians, switchboard operators, and others. The Woodward students appreciated this exposure to the many facets of the industry.

- Five sophomore girls gained valuable work exposure while spending the morning with Owens-Corning Fiberglass secretaries where they typed, filed, and answered phone calls. The future secretaries learned about the general office routine and the varied responsibilities of the dedicated clerical staff. At the same time, three other students took a close look at the Owens-Corning Fiberglass photography laboratory. These sophomores quickly learned about deadlines, busy schedules, and the need for creativity as well as the mandatory photographic training and experience. As they returned to Woodward, the students reported that they had gained information that would help them plan their futures.

- Fourteen determined students spent a very cold January morning learning about the tasks of naturalists and conservation officers at Crane Creek Wildlife Refuge. Employees of the Ohio Department of Natural Resources work in all types of weather conditions and share many different work responsibilities. Sara Jean Peters, a naturalist, explained the purpose of the refuge, its habitat, and the functions and goals of the staff. She pointed out highlights of the refuge and what makes it so unique to northwestern Ohio. A trip through the museum displays was followed by a slide presentation and an exchange of career information among the group. Ms. Peters discussed positions from general laborer to game warden and the requirements and specific training programs for each position. Students discovered they could gain more exposure in this area through summer employment in the Youth Conservation Corps where 15-18 year olds can work on conservation projects within Ohio.

- Paul Wengert and Donald M. Shetterly, boths Owens-Illinois engineers, worked through the local chapter of The Scientific Research Society of North America to once again sponsor a SEED (Science and Engineering Educational Development) program for Woodward students. Starting first with an orientation to Owens-Illinois, its divisions and many products, the eight students were then given a tour of the technical center by Patricia Snyder. Here they received a glimpse of some of the ongoing research projects that were being conducted by Owens-Illinois' engineers and scientists and the impact it might some day have on future markets. The students were then taken to the O-I Development Center where they received an inside look at their Solar Energy Project. The students could easily relate the project to the physics and science theory they had studied as well as our country's energy problems. Each student was then assigned to a SEED advisor so that t he could find out how an engineer or scientist spends his work day. The program was concluded with a question and answer session. The students evaluated the program as very beneficial and helpful especially in terms of finding out specifically what engineers actually do and the requirements for entry into the profession.

- Once again St. Vincent Hospital and Medical Center is actively participating in Woodward's Career Exploration program by offering a series of mini-visitations to the hospital and school of nursing. In the past few months small groups of students have visited the following departments: therapy, pathology, the School of Nursing (for the R.N. program), and will be visiting nuclear medicine and radiology at a later date. Diane Shemak, director of volunteer services, has provided the students with this opportunity for a closer look at the various departments that are the lifeline of the hospital. After investigating the various hospital departments and getting a taste of how important and challenging this work can be, several of the students have decided to participate in the teen volunteer program there.

- Captain Robert Schwanz of the Toledo Fire Department provided five sophomores with an entire day of learning about the different aspects of the Toledo firefighters training program and job. Students had a chance to get a close look at equipment, ask questions of the men, and learn many of the basics of fire protection and safety. The students talked with paramedics and rescue squad members, saw films, and visited the training sites used by the Toledo Fire Department. It was a busy day with a tight schedule that was enthusiastically received by the students.

- Former United Airlines stewardess, Pam Homrighaus, recently talked with sophomore girls about her career as a stewardess and the qualifications and requirements of a flight attendant. She also pointed out the excellent fringe benefits, but cautioned the girls that a stewardess' job is not a life-time career and that they should also prepare themselves for some other line of work.

- Becoming a fashion model involves much more than a pretty face and a nice figure. It requires self-discipline, hard work and a never-ending battle of good posture and flawless makeup. It takes the ability to smile and always look radiant even when one does not feel this way. These were the qualifications stressed by Margaret O'Brien, director of Margaret O'Brien's School of Modeling and Fashion Design, as she talked with 12 sophomores about career opportunities. The session was devoted to learning self-improvement techniques and establishing self-confidence. The girls soon realized that a combination of hair style, fashion in clothing and good grooming plus a dedication far beyond the demands of the average profession are needed to make fashion modeling a successful career.

- Fifteen field studies students, and two biology teachers, Jack Bolduan and Ray Attie, and career coordinator, Mike Keazierski, participated in the class' last major field assignment for the year . . . a 10-day excursion to Douthat State Park in the Blue Ridge Mountains near Clifton Forge, Virginia. After a 14-hour bus ride the group arrived a the camp, pitched their tents, cooked dinner in the dark, and were greeted by one of Virginia's spring showers. During the four days that the students were in base camp, Mr. Bolduan and Mr. Attie directed many scientific and outdoor activities which were all designed to better prepare them to work and play outdoors. The students set up tents and constructed shelters; cooked; learned how to identify, catch, and clean fish; participated in entomology and ornithology activities; explored the careers of a park ranger and game warden; and visited a fish cultural station. The 24-hour mountain solo, the three-day backpacking hike along the Appalachian Trail in the George Washington National Forest and the opportunity to do some trout fishing were among the trip highlights. Impromptu activities included singing around the campfire, catching snapping turtles, swimming in mountain streams, and skinning and dissecting snakes. All the participants were extremely pleased with what they learned, experienced, and saw as part of a trip that was truly a once in a lifetime experience.

- Johnson's Furniture and Academy Art and Sign helped nine art students relate their basic art skills to career opportunities in interior design and commercial art. Martha Sullivan, of Johnson's, spent the morning with the students discussing specific career preparation in decorating and design. Ms. Sullivan explained color, fabric, style, and coordination as she showed the students around the store. In the afternoon, Arnie Remer showed the students a commercial art studio where the artists were busy working on various stages of production. Mr. Remer explained what each artist was doing, why the various artists were employed there, and what he looks for in a new employee. Discussion centered around portfolios and the importance of presenting one that expresses a person's talents, creativity and discipline. Students also saw the production department where the basic ideas that had been developed can be mass produced.

Taken from "Career Development News," published by:

Career Development Program
Toledo Public Schools
Manhatten Blvd. and Elm Street
Toledo, Ohio 43608
Frank Dick, Superintendent
Mrs. Jama Roman, Career Development Supervisor
Career Coordinators: Ellin Caldwell
Charles Helburn
Mike Kedzierski

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Environmental Control Health Manufacturing Public Services	Business & Industry Labor Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

10-12

CAREER SEARCH CLASSES IN TOWNSHIP HIGH SCHOOL

Washington Township High School
452 Alcyon Avenue
Pitman, New Jersey 08071
David DeGroodt, Principal
Willard Downham, Assistant Principal and EBCE Project Director
Ted Williams, Community Placement Coordinator
(609) 589-5899

Circumstances

Washington Township High School was notified in the fall of 1974 that it was one of four East Coast high schools approved by the U.S. Department of Health, Education and Welfare as a pilot school for Experienced-Based Career Education (EBCE). Following the approval came federal and state funds in February, 1976 to get the program started. The funding assists with transportation and career information materials.

The businesses, professions and agencies listed below were all actively involved in the program during the first four months of its operation. During that time nearly 100 students participated and approximately 200 students in grades 10, 11 and 12 expressed an interest in the program for the following year (1976-77).

Objectives

Each week students explore occupations by using designated community resources for several hours and by spending 3 or 4 class periods in related study, according to the proposal written by David DeGroodt, high school principal, and his assistant, Willard Downham.

> . . . Our aim is to emphasize all life-time career skills . . . . All kinds of businesses are cooperating with us. Our program covers the "professions" as well as the "trades." It's early yet. We're just getting started, but we see this program rapidly expanding over the next two or three years.

Participants/Linkages

Area businesses, professionals and government agencies: a local newspaper, a record company, travel agency (Far Horizons Travel), dental office (Drs. Lipkin, Schwartz, Altaker), optometrist's office, realtors and restaurants (McDonalds). Also Gloucester County College, Gloucester County Association for Retarded Children, attorney's office (Higgins, Trimble and Master), service station (Rick Zimmer's Amoco), pharmacy (Thrift Drugs), heating and air conditioning (South Jersey Heating and Air Conditioning), bank (Washington Bank), new car dealer (Turney Ford), Washington Memorial Hospital, Washington Township Parks and Recreation Department, and the Washington Township Police Department.

Process

In a district of social and economic diversity, the program is designed to permit students to explore various occupations, on location, within the community. Students become aware of career categories, the prerequisities for employment, and the role of the school in preparation for life. Students volunteer for the program by selecting English, Mathematics, Reading, and Social Studies courses of which the community visitation is part. The school's goal is to get community representation from the 15 occupational categories identified by the U.S. Office of Education.

Throughout the weeks that students are in the business community, they receive guidance in the form of group counseling sessions one period per week in order to develop decision-making skills to further their self-realization, and help them identify with overall and specific career expectations and responsibilities.

Says DeGroodt, "We simply want students to look at the community as an extension of the classroom. We're not encouraging them to make career decisions by the time they graduate. But hopefully, they will identify for themselves those occupational clusters that they would like to know more about," as well as the "academic skills that are necessary for career entry, survival, and advancement."

"The students' class project actually begins before they visit participating business sites," Ted Williams, placement coordinator, says. "It begins when a student submits a 'projection.' We want to know what the student expects to see and learn at a particular site; what the student believes to be necessary qualifications for that business or profession; the actual tasks the student expects to see; and the type of rapport the student expects to see between employer-employee, and producer and consumer."

The second phase of the class project is to visit the site and identify communications and mathematics skills being used. Phase three is the "pupil evaluation." Students must submit a report comparing expectations with actual experiences, explaining why there were similarities and differences and a survey of "academic" skills being applied. They must also project themselves into the work at the site and explain why they would or would not choose such a job.

"Then," Williams says, "we want the students to view themselves as the employer. They should explain what his job is like, his goals, reasons for success, type of employee he looks for, duties and some frustrations as an employer.

"Our ultimate goal is to prepare these young people for life upon graduation . . . . With the cooperation of our business community, teachers and staff, and with funds from the federal and state governments, we feel we are well on our way toward achieving that goal."

Outcomes

While at a site such as Washington Memorial Hospital (WMH) students are given a general introduction to the hospital and to the hospital's philosophy. They become acquainted with the variety of careers, both medical and nonmedical, within the hospital. At WMH the students visit five departments on a rotating basis: nursing, radiology, nuclear medicine, clinical laboratory and business office. Says the director of the volunteer program at WMH, "By the time they are finished, we'd like the students to know exactly what happens both clerically and physically from the time a patient checks into our hospital until the patient checks out."

"Upon completion of the five days spent at the hospital over five weeks, each student will be expected to complete oral and written reports on what was learned during the program," Williams notes. Each student is expected to make an oral presentation to classmates and to answer their questions, and to coordinate the follow-up discussion of the student's project, an expectation Williams considers possibly "the toughest part" of the program.

The extensive oral and written reports can be a compilation of the progress reports the students make during classes while they are participating in the program, according to Williams. "We particularly want the students to communicate their experiences, so that they and other students can get a feel for what is really happening out in the work-a-day world, and why their education is so necessary."

Challenges

The biggest challenge is transportation. The school uses district school buses on existing routes whenever possible, and also uses the township shuttle bus before, during, and after regular school runs.

(Taken from materials printed by Washington Township Public Schools, Sewell, N.J. 08080; John V. McIntyre, Superintendent; Larry Litwin, Editor)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Health Hospitality & Recreation Marketing & Distribution Personal Services	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure	

10-12

COMMUNITY RESOURCES PROVIDE EXPLORATION SITES

Worcester Area Career Education Consortium, Inc.
Suite 350, Mechanic Tower
Worcester, MA 01608

The Worcester Area Career Education Consortium, Inc. is a private organization with a board of directors representing education, government, 11 occupational clusters, social service agencies and labor. It's prime purpose is to provide support and assistance to the career education effort in the City of Worcester and the surrounding towns.

An executive director, a staff of six, the board of directors and various members work together to improve the educational opportunities for students and young adults so that the transition from the world-of-education to the world-of-work is more meaningful.

Major objectives include: providing a forum for discussion of major education and employment issues that affect all segments of the community; increasing the communities' awareness, understanding and acceptance of career education in general; staff development for educational personnel and non-educators involved in career education; developing community resources for use by students and educational personnel; and securing funding for career education implementation.

One example of the programs the WACEC, Inc. supports is Project Competence, and Experience Based Career Education Program for approximately 225 students in the Worcester Public Schools.

Circumstances

Project Competence is a program created by the Office of Career Education in the Worcester Public Schools, and funded jointly by the National Institute of Education and the Massachusetts Department of Education.

Objectives

After becoming familiar with the wide variety of occupations, students select an occupational cluster to explore for a four-week period.

Linkages/Participants

All community resources in the work-world, categorized into occupational clusters.

Process

In addition to classroom work and guidance activities, students familiarize themselves with community resources available in the employment sector. During the late autumn, pupils explore the world of work according to specialized components or clusters. Following an "overview," students then decide which cluster they will participate in during four weeks.

The first area studied last year was the Public Service sector, and, within that cluster, the Worcester Police Department proved the most exciting, probably because it offered "hands-on" experience. Pupils, during their on-site explorations, became involved with fingerprinting processes, and even learned the procedures for answering emergency calls. In routine cases, they were even allowed to "ride-on" (3 students to a cruiser) to the scene of the problem.

The group enjoyed this sector so much that it awarded a special plaque to Lt. Robert Conroy, head of the Crime Prevention Unit, for his assistance and cooperation.

One young man has now decided on a career in police work and received special permission to pursue his interest—on his own—two afternoons each week, from 2-6 p.m.

During January and February, the classes started explorations in the Health and Communications clusters, with visits to Memorial Hospital, the Red Cross office, Belmont Home, and Central Massachusetts Rehabilitation Center. For exposure to the field of veterinary medicine, students also visited Dr. Golden's Animal Hospital.

Communications sites included the Telegram & Gazette newspaper offices, radio stations WTAG, WICN, WNCR, and New England Telephone Company.

During the spring, classes were exposed to the manufacturing, business, and office clusters. Companies involved were, as usual, contacted (in person and by mail) by the Project Competence coordinator.

(Take from "Occupational Competence Newsletter," Worcester Career Education Consortium, Worcester, MA 01608, February, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Environmental Control Health Manufacturing Marketing & Distribution Personal Services	Business & Industry Labor Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

10-12

7-9

CARLISLE STUDENTS CAST LONG "SHADOWS"

Carlisle Local Schools
Career Development Program
724 Fairview Drive
Carlisle, Ohio 45005

Circumstances

During the 1976-77 school year, Carlisle Junior High and Senior High students have participated in over 700 career "shadowing" experiences. A "shadowing" experience occurs when a student indicates an interest in a particular occupation, researchs that occupation and "shadows" a worker in that field for a day. These experiences become valuable to students who are trying to make career decisions. Many times childhood aspirations do not reflect the true interests of a young person. "Shadowing" experiences allow students to *reality test* their career aims and leads to more realistic programs of study while still in school.

Process

Seventh grade students in Carlisle learn about the world of work in the "Sharing With A Parent" Program. They gain new insight into the problems and rewards encountered by their parents when they spend a day on the job with them. In the 1976-77 school year, over 120 seventh graders were able to participate and a huge majority of those who placed themselves felt that this day helped provide them with an understanding of the work-world.

"Workers For A Day" provides Carlisle high school students with the opportunity to share the day-long experiences of workers in many fields. For example, seven students went to the

Fisher-Body Division of General Motors Corporation in Hamilton as "Workers for a Day." One junior took part in the Department of Personnel Labor Relations; a sophomore joined two juniors in studying Electrical Engineering; a sophomore learned more about cost accounting and another sophomore and a junior tried their hand at Design Drafting. Much more than just a field trip, these students assisted regular General Motors employees in the regular routine of their respective jobs. In this way, they received a much more realistic view of their work.

Over 300 high school students have participated in the "Worker for a Day" program.

(Excerpted from "Intertwine," career development newsletter of the Carlisle Local Schools, Carlisle, Ohio 45005.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Manufacturing Marketing & Distribution	Business & Industry Labor Parents & Other Individuals	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Hands-on Experience Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

10-12

Teacher

WOWEE BLENDS CAREER AND ECONOMIC EDUCATION

Dr. Lewis M. Abernathy, Director
National Center for World-of-Work Economic Education (WOWEE)
North Texas State University
Denton, Texas

Circumstances

Dr. Abernathy and Mr. William A. Luker developed a complete multi-media instructional package called I(t) Work(s) for the National Center for World-of-Work Economic Education (WOWEE). The package consists of synchronized audio-visual slides and tapes, topic monographs, programmed materials, and classroom implementation plans which are built around certain elements, Dr. Abernathy said.

Objectives

"The goal of our instructional package is to bridge the gap between school and the world of work," Dr. Abernathy said. "To do this, students who graduate from high school will have a functional knowledge of the American market economy and a realistic picture of job opportunities and skill requirements of those jobs in the world of work through such a system as I(t) Work(s)," he said.

Another objective of this system is to help students acquire a positive attitude toward work in order to become productive citizens, consumers, and workers, Dr. Abernathy said.

Linkages/Participants

National Science Foundation
Dr. Michael MacDowell
  Director of the Illinois Council on Economic Education
  Northern Illinois University
  DeKalb, Illinois
Twenty-one school districts in Illinois

Process

The I(t) Work(s) system consists of audio-visual components such as slides, tape cassettes, transparencies, and scripts. They were designed to appeal to students through the use of colorful graphics, student actors, worker job discussion, and the two main characters, Ms. Market and Super "E"(ntrepreneur), who explain the basic organization of the free enterprise market system.

The multi-media system also consists of topic monographs (a series of student-oriented topic booklets that deal with basic economic and world of work concepts). These booklets are: The Nutshell: An Introduction to Economics, Instability: The Ups and Downs of a Market Economy, Change: Social and Economic Dimensions, and Marketability: Life and Career Planning.

Also available in the multi-media system are programmed materials that are "valuable in self-paced, individualized instruction programs and in meeting the needs of the student with special learning problems," according to Dr. Abernathy. He said that a teacher guide and lesson plans with a 10-hour teacher training packaged called the Staff Development Workshop are available.

Outcomes

Dr. Michael MacDowell, of Northern Illinois University in Dekalb, and Director of the Illinois Council on Economic Education, said that Illinois is a key state in using WOWEE in blending career education with economic education.

"We began in Illinois three years ago," Dr. MacDowell said.

He noted that in the spring of 1974, the National Science Foundation funded the program. Lesson plans were developed first in social studies and later in home economics, distributive education, and business education, he said.

"We trained 20 key teachers who conducted in-service programs to teach other teachers," he added.

In the third year of the program, 21 separate school districts in Illinois were involved. According to Dr. MacDowell, one objective of the program was to measure attitude and to understand why others selected a vocation.

The results from WOWEE program were "outstanding," he said, adding that students' cognitive scores were raised by 20 percent.

He noted that WOWEE orientation and training sessions have been designed for teachers, school administrators, State Department of Education personnel, professional association representatives, and other interested state and community leaders.

(Reprinted from "Session 204, WOWEE: An Experience-Based Career Education Program," *Career Education: A Collaborative Effort,* report on Commissioner's National Conference on Career Education, 1976, USOE, NIE, Washington, D.C., p. 38.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Government Agencies Postsecondary Education	Curriculum Enrichment Employment Information Program Planning Student Evaluation Equipment Provision		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

10-12

7-9

PROGRAM OFFERS EXPERIENCES IN ARCHITECTURE, PERFORMING ARTS

Akron Public Schools
65 Steiner Avenue
Akron, Ohio 44301
Nicholas J. Topougis, Director of Career Education
(216) 434-3404

Circumstances

Career education and art were merged in a pilot program in which students explored occupations in architecture and the performing arts. The project was developed with the financial support of the Ohio Arts Council.

Objectives

Approximately 250 secondary students from Central-Hower High School and West Junior High participated in a semester program bringing them into contact with professionals from the Chamber Ballet, Kent State School of Architecture, the Akron Planning Department and other area architects, artists and dancers.

Participants/Linkages

Ohio Arts Council	Ohio Ballet Company
Kent State University	Akron, Ohio Planning Department

Process

Both Central-Hower and West students worked on a project in which they developed dining, entertainment and retail facilities in the Quaker Square area.

In addition to instructional programs to familiarize them with such areas as planning, zoning, design, landscape and model building, the students went on related field trips and conducted their own independent research projects to develop the background needed to complete the project. After completing the design sketches, each student team built a scale model of their design.

The "World of Dance" portion of the program involved students in lectures, demonstrations, and actual experiences with the Ohio Ballet Company.

Outcomes

The program provided students with an appreciation of architecture and the world of dance while exploring career possibilities in these areas. Area architects, artists, teachers, and university students combined their efforts in a varied program including lectures, demonstrations, films, field trips, and actual experiences in the two fields.

(Taken from "Chalkboard," newsletter of the Akron Public Schools, Feb. 7, 1977, Vol. 15, No. 20.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consultint Curriculum Enrichment Employment Information Program Planning Speakers Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Interpersonal Relations Leisure Self Concept	

10-12

"CAREER DAYS" FIELD EXPERIENCE AND SOPHOMORE CAREER MINI-TRIP INTRODUCED IN MAINE

Philip A. Watkins, Director of Counseling
S.A.D. No. 16 Hall-Dale High School
Hallowell, Maine 04347

Circumstances

The sophomore mini-trips were one of four parts of a state funded career education project at Hall-Dale High School.

Objectives

The original objectives of the total project were to provide:

1. a three day "career days" program for juniors
2. 36 mini-trips for sophomores
3. orientation of faculty to the development of a career education system
4. release time for three faculty members to study delivery systems and make a final report

Linkages/Participants

Butler Twins' Floral Center
Rollins Furniture Store
Capitol Area Regional Technical and Vocational School
Maine Forest Service Field Headquarters, Jefferson
Reid State Park
Togus Rehabilitation Center
Cerebal Palsy Center, Augusta
Superior Court and Law Library
Augusta Mental Health Institute
Capitol Vocational School, Augusta
Ray's Auto Body Shop, Manchester
The Cricket Shop, Damariscotta
Augusta General Hospital

Process

1. The "Career Days" program gave each of 71 juniors at Hall-Dale a hands-on experience at a choice of three different jobs for one day at each job.

270

2. Instead of the proposed 36 mini-trips, only eight were actually conducted, "due to lack of faculty initiative and enthusiasm." However, the eight were well planned and managed and descriptions of them follow under "Samples."

3. The Hall-Dale faculty attended a program conducted by consultants from the Career Education Office at South Portland High School.

4. The three selected faculty members studies career education programs and curriculum development in other schools.

Outcomes

The three faculty members and the director of counseling recommended:

1. ninth grade acquaintance with work-world and career clusters, and use of interest inventory tests
2. 10th grade mini-trips
3. 11th grade "Career Days," a three-day work experience program in appropriate fields
4. 12th grade placement in colleges, vocational schools, or jobs

Their recommendations regarding the curriculum were:

1. to survey all teachers regarding current infusion of career education
2. to aid teachers in planning for field trips and speakers and by introducing them to career education materials
3. to encourage teachers to contact area businessmen in order to become familiar with occupations relevant to their courses
4. to establish a resource room for guidance and career information
5. to hire a full-time guidance secretary whose duties would include stocking and replenishing the resource room
6. to designate the cooperative education director as also the junior high guidance counselor and the career education coordinator
7. to coordinate career education through elementary, junior high and high school.

It was proposed that these renovations be completed during the summer of 1975.

Evaluation

Follow-up by the teachers revealed that several students discovered the career they were thinking about was not as they had envisioned it and will consider a different career. Other students found they may seek the career that they had considered but on a more challenging (higher) level. One student found that he may apply for a summer job in the career area he is considering. One student is considering changing future subjects to ones more in line with her career objectives.

Problems

"All recommendations were rejected by the Superintendent due to financial and other factors. It is therefore concluded that all of the above programs be implemented and expanded as financial and other political factors permit."

Samples of forms used by this school follow.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Health Marketing & Distribution Personal Services Public Service	Business & Industry Community Groups Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Hands-on Experiences Career Day	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

SOPHOMORE CAREER MINI-TRIPS

Sample 1

Florist, Greenhouse, and Interior Design Careers

Ten girls visited Butler Twins' Floral Center, Rollins Furniture Store, and the Capitol Area Regional Technical and Vocational School on March 7.

At Butler Twins', Mr. Richard Butler explained job requirements of a florist. He said that some schooling is involved and that one must be willing to work long hours, especially during holiday seasons.

Mrs. Beverly Rollins Hall gave the group much information concerning the skills required in interior decorating. Using brochures, samples, and the furniture at Rollins Furniture Store, she gave students examples of the types of things they might do as an interior decorator.

At the Capitol Area Regional Technical and Vocational School, the students learned about greenhouse operation and the course that is offered at the school for students interested in working in a greenhouse.

The field trip was extremely interesting. All of the students had very positive reactions. Some of them definitely plan careers as florists, greenhouse workers, or interior decorators.

Sample 2

Forestry and Parks and Recreation Centers

On May 15, about 20 students visited the Maine Forest Service field headquarters in Jefferson. There, both a forest ranger and a forester explained the jobs they perform.

The main difference between a forest ranger and a forester is the forester must have a Bachelor of Science degree, while the ranger does not need a degree. Another different is that the ranger spends much of this time with fire control. The forester is not directly involved with fire control.

The forest ranger is responsible for other jobs in addition to fire control. He must maintain his equipment and he spends a lot of time trying to educate the public about fire control. He serves also as a law officer in cases where neglect has caused fires to burn out of control.

The service forester serves as an advisor to private land owners on matter concerning forest management. His services are available to the public at no charge.

Also on May 15, this group visited Reid State Park in an attempt to learn about careers in Parks and Recreation. The person who had planned to speak with us was unable to meet on that day; so one of the maintenance workers gave us a tour of the Park and explained what a maintenance worker does. He explained that most jobs in state parks are summer jobs only.

The trip to the forest service was appealing to many of the students. There have been no comments about whether it affected career choices.

The trip to Reid State Park did not really fulfill the objective of learning about careers in Parks and Recreation. Probably, this trip should not be repeated.

Sample 3

Physical Therapy Field Trip

Twelve students visited Togus Rehabilitation Center and observed therapy for burn patients, stroke patients, partially paralyzed individuals, and surgical recovery patients. We talked with the doctor in charge of Physical Therapy, plus the head supervisor of Physical Therapy.

We went through the physical therapy area and watched physical therapy in action.

After our visit to Togus, we proceeded to the Cerebral Palsy Center in Augusta. Here the students observed a physical therapist working with C.P. children. Each child had different problems and specific exercises were discussed for these childen.

At the Center, some of the students took part in helping the physical therapist do the exercises with the cerebral palsied child.

The trip as a whole was informative, I feel. The students benefited most of all from the Cerebral Palsy Center.

Sample 3 (Continued)

For future trips I would recommend more participation by the students. Let them have a learn-by-doing experience. The students get more out of the outing and feel as though they are part of the program.

Sample 4

Law Day Field Trip

The trip consisted of

1. A talk and question/answer period by Judge Naiman of the Superior Court
2. A visit to the local jail
3. A visit to the Law Library and State House

The trip, for vocational purposes, was not completely successful. The students did not learn about the types of law careers available. The program probably would have been better if we had had a chance to talk informally with people involved in law jobs.

Sample 5

Psychiatric Aide Field Trip

The trip was scheduled for the Augusta Mental Health Institute and the Veterans Administration at Togus. We were not able to go to Togus, however, because of an emergency bus reshuffling.

At Augusta we were briefed on the set-up and then proceeded to tour several of the wards and special facilities for patients. We were able to see firsthand the many different occupations available at the hospital.

The trip would have been better if we had gone to Togus.

Sample 6

Auto Body Field Trip

This trip involved the touring of the Capitol Vocational School in Augusta, and Ray's Auto Body Shop in Manchester.

The students were able to find out what type of training was available at the Center and also what this training qualified them to do afterwards.

Sample 6 (Continued)

The students were more impressed with Ray's because they were able to see an actual job operation and also because of the motorcycles he sold and repaired.

I feel that this trip was greatly beneficial to the participants.

Sample 7

Career Education Trip to Cricket Shop
Damariscotta, Maine

Our group of seven students, plus Betty McCaslin, arrived at the Cricket Shop at 10:00 a.m. We waited till about 10:30 when one of the owners of the shop arrived to explain the history of the Santons (French clay figures--little Saints); they are manufactured, distributed and imported to the U.S. The Cricket Shop is the sole retailer in the U.S.

We learned that the French are not interested in making a living from the manufacture of Santons; with them the work is an avocation. When asked by the Cricket Shop for a $200.00 order, they refused saying it was too much work.

The Santons are relatively inexpensive. It is the import and duty fees which make them rather costly.

The students were greatly interested in the information given to them and asked numerous questions. After buying some Santons for their own collections, they were conducted on a tour of the storerooms to see how Santons are packed and shipped.

We left the Cricket Shop at about 12:30 p.m.; after stopping for lunch at a nearby restaurant, we returned to school at 2:00 p.m.

As a follow up, on 12/10/74, my French IV students brought their Santons to school and discussed what they had learned with the French I and French II classes. The group would enjoy visiting Provence in the south of France to gain firsthand knowledge and experience on the making of Santons!

Sample 8

Career Education Trip to the Augusta General Hospital

Our group of 11 students arrived at the Augusta Hospital in Augusta, Maine, at 9:30 a.m.

Upon arrival we were taken to the private dining room and were greeted by Bryant Jones, public relations director, who welcomed the group and explained the day's activities.

Mr. Jones then conducted the group on a tour of the hospital. Areas visited were as follows: maternity ward, maintenance facilities, purchasing and storage area, emergency room,

Sample 8 (Continued)

cobalt and other radioactive treatment and lab areas, testing lab area, and operating room/intensive care areas. The group then returned to the private dining room.

Students participated in a question and answer period with a panel composed of the associate director of the hospital, head nurse, and director of social services.

Students were then placed with hospital personnel in their job areas. Students individually visited the following occupational areas: Dietary, Switchboard, Nursing, Administration, Stores, Psychology, Therapy, and Secretarial.

The group ate lunch in the hospital cafeteria following job area placement.

Lunch was followed by a film presentation covering the importance of hospital careers.

The program ended at 1:40 p.m.

10-12

VOCATIONAL TRAINING FOR FORESTRY OCCUPATIONS

Warner C. Deitz, Conservation Instructor
Adirondack Educational Center
Saranac Lake, New York 12983

Circumstances

Educators have a primary goal in the preparation of young people to provide the capacity for employment in a career of the student's choice. Adirondack Educational Center is located in a forested region with principal land use devoted to timber production and outdoor recreation.

Objectives

1. To provide a new student orientation.
2. To develop and improve a curriculum based on the educational principle that students shall learn to do by doing, and that every student shall be involved.
3. To provide specific forestry training.
4. To influence the personal development of students.

Linkages/Participants

Cooperation of local village officers, State Department of Environmental Conservation and Department of Health personnel have been most helpful in aiding instruction in forestry training.

Process

Junior and senior students attend a Board of Cooperative Education Services Center for one-half of each school day over a period of two years. The remaining one-half school day is spent in their home schools in pursuit of academic subjects.

Upon entering the class, new students are given a clear explanation of what the school program involves and what careers they may be qualified to enter following graduation. It is the belief of the organizers that facts will prevent later disillusionment. An effort is made to determine those students who have plans for going on to college. To these students, the importance of an academic study program to provide required college entrance subjects is emphasized.

The forestry training program is based on the belief that the nearer the training can resemble the real world of work, the greater benefit it will be to the students. To accomplish this a class is divided into work crews with 2 to 5 individuals per crew. Crew size depends upon the job at hand. A specific duty or work area is assigned to each crew and a crew is responsible for satisfactory completion of the assignment. When assignments vary between crews, there is a rotation of crew assignments. Care is taken to insure that each crew member is participating.

Essential components of the forestry training program are: (1) Safety Orientation; (2) Equipment Operation; (3) Surveying; (4) Tree Identification of Local Trees; (5) Timber Cruising; (6) Timber Harvesting; (7) Tree Planting; (8) Outdoor Recreation; and (9) Wildlife Management.

Day-to-day work situations bring pressure of fellow crew members upon each student to carry a fair share of the work load. Thus the crew assignments become an effective tool in developing work habits. A weekly duty roster is posted for chores such as getting out and returning all tools for a day's project, shop clean-up and attendance report.

Formation of a student club is an important element in training. Election of officers, conduct of meetings and each student's participation in determining club policy is considered an important exercise in involvement. Efforts are also made to use the club for furthering education beyond the classroom.

A reference library is available for student use. Although limited in nature, it does include forestry and conservation magazines, college catalogs, government pamphlets, industrial brochures, and a few reference textbooks.

Problems, Cautions and Special Provisions

An emphatic point is made with the students concerning the fact that the class work is hazardous and that each individual is responsible for his/her own and fellow classmates' well-being. Specified safety equipment to protect feet, head, eyes and hearing is shown. As each new subject of instruction is started, safe working practices are demonstrated and the point is made that careless disregard for safety rules is primary cause for disciplinary action.

Outcomes

Students maintain a loose-leaf notebook of all classroom handouts. These are graded before the final exam and returned to the students. The main objective in doing this is to insure that they will have their handouts for future reference when needed.

Before graduation, students are aided in preparing a resume of their qualifications for use in job applications. The students demonstrate pleasure in seeing a formal statement of their qualifications. The resume has proven to be a good confidence boost to the fearsome task of students presenting themselves to the employment market for the first time.

Evaluation

Crew work simplifies the instructor's evaluation of progress. A student observed displaying some undesirable trait such as laziness or disregard for tool care is called aside by the instructor and talked with privately to try to correct the problem. It has been found that honestly telling them when they are doing a good job should not be neglected.

The program of training has been reported as having had a reasonable degree of success. It is recognized that there will be deletions and additions to this program as circumstances dictate.

It has been noted that there is the need for greater emphasis upon the actual placement of graduates into productive employment. Young people need the opportunity to work in a job of their training as a natural follow-through of the educational process.

(Material taken from "Vocational Training for Forestry Occupations," by Warner C. Deitz, *Agricultural Education,* Vol. 50, No. 4, October 1977, pp. 75, 82-83.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Government Agencies	Advisory & Consulting Curriculum Enrichment Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	Part time

10-12

STUDENTS EXPLORE CAREERS IN THE HEALTH CARE INDUSTRY

William Studyvin
Shawnee Mission Public Schools
Division of Vocational Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

Circumstances

Health Careers I and Health Careers II is a sequential program for juniors and seniors designed to assist them by providing:

- information regarding the variety of careers which exist in the health care industry.
- health care professionals as guest speakers.
- introductory instruction in medical terminology, human anatomy and human physiology.
- instruction in the Basic Rescue procedures for cardiopulmonary resuscitation (CPR).
- student self-awareness activities in such areas as values clarification, communication, cooperation and trust.

Objectives

The objective of the Health Careers courses is to provide a very realistic exploration of all health career opportunities, culminating with real-life shadowing experiences; to assist the student in assessing his personal strengths and limitations so that he might compare them to the demands of specific careers; to select a range of tentative career choices; or to direct his career exploration into areas other than health care, when appropriate, through the Career Development Center.

The Health Careers Program seeks to develop career-oriented students. Such individuals possess the skill to identify and compare those aspects of specific careers which are personally desirable and undesirable. The long range goal of the Health Careers is, therefore, to increase the probability that its students will select and participate in personally rewarding careers.

Linkages/Participants

Health care professionals including:

Pharmacist
Physician
EKG Technician
Psychologist
Veterinarian
Optometrist
Physical Therapist
Podiatrist
Respiratory Therapist
Prosthetist-Orthotist
Medical Technologist
Dental Assistant
Dental Lab Technician

Process

Health Careers I

This one-semester, ½ credit elective course is limited to juniors (or seniors having recommendation of instructor). General biology is a prerequisite, however juniors may be concurrently enrolled in general biology.

This course provides opportunity for the student to explore the entire scope of Health Career opportunities, comparing demands of specific careers to the individual's personality and strengths.

Class time is taken for visitation by health care professionals, field trips, instruction to medical terminology and human anatomy, and group activities/discussions designed to increase self-awareness. Such self-awareness activities deal with interpersonal relationships such as cooperation, communications, trust, rumors and values clarification, and their relevance to the desirable aptitudes of health care workers.

Health Careers II

This course is limited to students completing Health Careers I, and requires a three-hour per day time block. Students may participate the entire school year, earning 3 credits, or a single semester (1½ credits).

The most important aspect of the course involves student "shadowing" of health care professionals as they perform their duties in hospitals, veterinarian offices, dental offices, etc. Students supply their own transportation (or arrange car pools) to the cooperating health agencies, and receive no pay. Such shadowing experiences allow students to see careers of interest firsthand and provide valuable assistance in the realistic selection of career goals. Shadowing experiences may range from 6 to 10 hours in a given week.

Class time is regularly taken for group discussion of shadowing experiences. Special study and lecture is directed toward such areas as specific diseases, health care procedures, background knowledge in physiology, and usage of common medical terminology, as needed during the school year.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Work Study Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Interpersonal Relations Self Concept	

10-12

COMMUNITY MEMBERS TEACH VOCATIONAL SKILLS

Lavern Chilcote, Principal
Frankfort High School
534 11th Street
Frankfort, Michigan 49635
(616) 352-4781

Circumstances

The holding power of the community (population 1600) served by Frankfort High School is very low. Agriculture and tourism are the predominate economic bases. Students there must generally leave the area to gain employment. When they do this they must compete with students who have had training in the vocational areas. Local administrators and teachers decided that they must offer courses that would help the students meet their competition.

Objectives

Vocational programs were instituted in Office Practices, Home Construction, and Distributive Education to provide students with entry level skills in these areas. Community members from business, industry and labor were recruited to participate as instructors and advisors to the students.

Linkages/Participants

Local construction trade workers, office managers and retailers.

Process

Lavern Chilcote, principal, appraises the program as follows: "We have just finished our fourth year and fourth home in the home construction class. Our students have gained much practical experience working from the ground up on the homes. We have used, very extensively, the local expertise in the different phases of the construction to complement the expertise of the instructors. We have had great success in placing these youngsters in the construction trade."

In the areas of Office Practices and Distributive Education, people in the community such as office managers and retailers have acted as instructors. The activities of the students between the jobs and the school are coordinated by the school co-op instructor, who also serves as the contact person with the community. Says Mr. Chilcote, "Our relationship with all these people has been positive and helped the school in more than just the vocational area."

Outcomes

Some students have been placed directly in the construction business. Others, as a result of the training, have gone on to vocational schools. Some who would have been left unemployed have found jobs as a direct result of the skills they attained in the vocational programs.

Problems

Initially, employers willing to accept students on a cooperative basis were few in number, but recognition of the success of the program continuously increases the number of co-op stations.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Marketing & Distribution	Business & Industry Labor Community Groups	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Work Study Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Part time Full time

10-12

SOPHOMORES WRITE VOCATIONAL BIOGRAPHIES

William Stone, Counselor
Carrabec High School
North Anson, Maine 04958
(207) 635-2297

Circumstances

Reading scores have been low in the high school. Recognizing that career education activities can improve reading by making the work seem more relevant, the English and Guidance Departments sought some means of relating English skills to local job activities. The staff developed the activities described here to develop students' writing and reading skills, as well as make them aware of job activities in the community.

Objectives

By taking photographs and writing narratives for vocational biographies in the sophomore English classes, the students will be able to analyze, formulate and present job requirements and descriptions for local jobs, as well as develop their writing skill. Through the guidance department, students will contact local employers and workers, asking for interview time. Students will begin with their parents as subjects for their vocational biographies.

Linkages/Participants

Local employers and workers

Outcomes

It is hoped that this program will develop better student-parent relationships, as well as school-community relationships. Also, these vocational biographies will be published locally and will be made available to all students.

Problems

Some difficulty is anticipated in scheduling released time for students to conduct the interviews at times convenient to the workers and employers. The burden of this will fall on the guidance department.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Labor Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

Teacher

CHARLESTON PLANS FOR EXPANSION TO 1985

Thomas L. Hallman, Executive Director
Charleston Trident Work/Education Council
P.O. Box 1203
Charleston, South Carolina 29402
(803) 722-3014

Circumstances

The Charleston Trident Work/Education Council was established in 1976 under leadership from the College of Charleston in cooperation with the Charleston Development Board. Projecting population growth based on an expanding economy, the Council is working to meet community needs projected to 1985.

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Objectives

The 30 Council members meet monthly to plan for and assess the progress of their four major objectives:

1. To make an accurate assessment of employers' future needs.
2. To obtain the cooperation of major employers in hiring school counselors for summer work-experience jobs.
3. To assist in the coordination and evaluation of programs designed to introduce students to the world of work.
4. To contribute to the needs of the community for career preparation and occupational information.

Linkages/Participants

Hugh Burleigh, Chairman of Charleston Trident Work/Education Council, Vice President and Director of Manufacturing, Original Equipment Division, Robert Bosch Corporation
Dr. John M. Bevan, Vice President for Academic Affairs, College of Charleston
The Citadel
E. I. duPont deNemours & Co.
Berkeley County Public Schools
Sears, Roebuck and Co.
Charleston Naval Shipyard
Charleston County Public Schools
Youth Community Coordination Project
Trident United Way
Southern Bell Telephone Co.
Charleston Trident Chamber of Commerce
General Electric
Charleston Development Board
Trident Technical College
Medical University of South Carolina

Process

Council officers and members volunteer their time and the College of Charleston will continue to donate office space and supplies. In 1977-78 funds from the Department of Labor will be available for secretarial expenses and for dissemination of the survey results, as well as for some personnel salaries and program expenses.

(Taken from *The Work-Education Consortium: Summaries of Community Initiates,* draft, National Manpower Institute.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Manufacturing Marketing & Distribution Personal Services Public Service	Business & Industry Labor Community Groups Government Agencies Secondary Education Postsecondary Education Elementary Education	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers	Exploration	Attitudes & Values Career Planning Economic Understanding Environment	

10-12

"HIP" PUTS SENIORS ON THE JOB

Northrop Aircraft Division
Charles G. Denova, Manager, Training Department
3901 West Broadway
Hawthorne, California 90250

Circumstances

Northrop's High School Involvement Program (HIP), established in 1971, provides students with a special opportunity to develop employable skills and experience real work training at Northrop's main facility in Hawthorne. Students attend career training areas two hours a day, five days a week for 16 weeks. Emphasizing "hands-on" training, 60 career opportunities are offered to the student, extending into many different departments of the company, including Finance, Facilities, Engineering, Mail Services, Data Processing, Fire Department, Industrial Relations, Contracts and Pricing, Manufacturing/Material, Research and Development, Occupational Safety and Health, Security/Plant Protection Services, Quality Assurance, and Graphic Arts/Photo/Reproduction Services.

Objectives

The HIP program is intended to supplement classroom and work experience programs for senior high school students.

Linkages/Participants

Fifteen high schools from four school districts: Los Angeles Unified, Compton, Inglewood, and Centinela Valley.

Process

Participating students are bussed to Northop daily, arriving at 1:30 p.m. and leaving at 3:30 p.m. They receive instruction and "hands-on" training from Northrop craftsmen and professionals. They use and become familiar with industry's most up-to-date equipment, supplies and procedures.

Participating employees receive no extra pay, but they do receive special recognition.

Students receive high school credit for two classes, but are not paid a wage. Their transportation is provided by the participating schools. They are prescreened at school by their career counselors. Northrop then completes a secondary interview and selects students based on the following criteria:

1. must be a senior at one of the participating high schools

2. interest
3. deportment
4. related subject matter background (not grades)
5. good attendance record

(Northrop retains the right to drop students who do not meet the above standards.)

In addition to the work experience, each student receives training in how to look for, secure, and hold a career-type job. A Job Development Workshop is part of the HIP program. Each two-hour session of the workshop is conducted by a representative of the Northrop Employment Department. HIP students are required to attend two of the workshops during the 16 weeks of the program. The workshop sessions enhance the student's ability to apply for employment. They include interviewing techniques, completion of applications, purpose and design of a resume, and videotaping of student interviews.

Outcomes

A total of 155 students were enrolled in the program in the 1975-76 school year. At that time, HIP had already graduated nearly 600 students, all with entry-level marketable skills.

There are four major plus factors in HIP contributing to its success:

1. A large industrial organization has created an atmosphere of learning and leadership for many students who might not find such an opportunity otherwise.
2. Four public school districts are enthusiastic in their support of this new approach to education.
3. Employees have been willing to devote talent, time, and energy to young people.
4. Many high school students have begun to recognize the value of this kind of experience for adult life.

(Material written by Charles C. Denova, Manager, Training Department, Northrop Aircraft, California, and taken from *Walkabout,* Exploring New Paths to Adulthood, University of Indiana, Bloomington, Indiana, May, 1976, Vol. 1, No. 3, and a Northrop Aircraft Division brochure.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marketing & Distribution Personal Services	Business & Industry Labor	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Hands-on Experiences Role Models	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

"THE RAM'S HORN" PUTS STUDENTS IN BUSINESS

Shepherd Regional High School
Dudley, Massachusetts

Circumstances

At the Shepherd High Regional High School in Dudley, Massachusetts, *all students* are part of a unique Occupational Competency Program which is aimed at helping students make the transition from high school to the world of work.

Objectives

The goal of the Ram's Horn is not to provide training in any particular job area. Rather the intent is to allow students to explore as many different occupational areas as feasible in an academic year. In addition, the program is an attempt to help students develop good work habits, positive self images, a clear sense of responsibility, and a sense of mutual goal-setting. In short, the Shepherd Hill Occupational Competency Program, and its shop, the Ram's Horn, is a new and innovative approach to career education.

Process

The program combines basic academic course work with practical occupational work experience. Students in the program are "employed" in rotating job stations in a school run business called the Ram's Horn. The Ram's Horn is a storefront located in a busy public shopping center where participating students are treated as full-time employees. They are exposed to over 22 different occupational positions at the shop, which is involved in custom design silk screen printing, laminating, design silk screen printing, binding, offset printing, and the sale of a wide variety of clothing and paper goods.

Student employees work an average of three full periods per day at the shop. They are "paid" credits based on the hours they work. Each employee is also required to fulfill all academic requirements at the high school level and to take a minimum of three academic courses.

(Excerpted from "Communicating Successful Career Education Practices to Rural Schools," Career Education Project, Cashmere, WA 98815, No. 7, September 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Fine Arts & Humanities Manufacturing Marketing & Distribution	Business & Industry	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

10-12

ROTARY SPONSORS "YOUTH IN BUSINESS" DAY

Toledo, Ohio

Circumstances

On Monday, March 14, 72 Woodward sophomores participated in the first "Youth in Business" Day sponsored by the Downtown Rotary Club. Clint Mauk, vice president of First National Bank, headed the Youth Committee's first student visitation program.

Linkages/Participants

Brennan Industrial Truck
Boy Scouts of America
Dr. H. G. Behner
DeVilbiss Company
Enterprise Roofing
Seaway Forwarding
Kistler Ford
Romanoff Electric
Toledo Auto Electric
Toldeo Printing
France Stone Company
Computer Results
First National Bank
Diocese of Toledo
Atlas Tours
WSPD
Palmer and Associates
Thos. D. Geracioti, M.D.
Poll Electric
Schramm Florists
Hunter Supply
John O. Davis, Inc.
Gardner Sign
Picton-Cavanaugh
U.S. Post Office
Commodore Perry Hotel
Ohio Bell Telephone
Brown Motors
Toledo Stamping
Aetna Life Insurance
Continental Peat Company
Dunbar Mechanical
Salvation Army
Foster Brothers
The Andersons
Toledo Hospital
Columbia Gas Company
Camp Storer
YMCA
A. Mindel and Son
A. S. Langenderfer

Process

Forty-two businessmen volunteered to pick up the students and take them to their place of work so they might get a better idea of Toledo's economic structure and some firsthand experience in the world of work. After the morning of career exploration, the students had the opportunity to attend the weekly Rotary luncheon at the Commodore Perry—including a Frank Venner newscast, announcements, recognition, and a presentation about decision-making and career opportunities and options by Tony Riccio of Ohio State University.

Highlighting the Rotary "Youth In Business" program was a special career exploration weekend at YMCA Camp Storer for five Woodward sophomores. The students showed an interest in careers in recreation and natural resources. They received a firsthand look at the many aspects of directing a camp. Even a rainy Sunday couldn't dampen the spirits of the five future camp directors and Jess Stollberg, their moderator for the weekend activities.

(Material taken from "Career Development News," Toledo's career education newsletter, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Health Manufacturing Marketing & Distribution Personal Services Transportation	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

10-12

Teacher

SOUTH SIDE CHICAGO STRENGTHENS WORK-EDUCATION TIES

Work-Education Council of South Suburbs
202 S. Halsted St./Bldg. C
Chicago Heights, Illinois 60411
Carl A. Fazzini, Executive Director
(312) 755-2850

Circumstances

The Work-Education Council was formed by local community leaders and organizations in 1976 and in 1977 was formally established as a regional service organization meeting needs of not just one or two local communities, but a total of 35 cities and villages in the South Suburbs, six with a population of more than half a million people.

In July, 1977, the Board of Homewood-Flossmoor Community High School, District No. 233, unanimously approved an expenditure of $1,000 for a needs assessment survey to be done in conjunction with the Work-Education Council. The Council sponsored an information session with south suburban area mayors and managers in August to introduce the Council and its goals to the city officials, and to receive input from those who have the difficult task of governing local municipalities.

Believing that getting on with performance-based education must begin with the development of occupational criteria on which performance-based curricula could be built, the Council asked that the State of Illinois join the Vocational-Technical Education Consortium of States. Their request was granted in September.

Objectives

1. To set up a number of workshops for educators to learn about business and industries in the communities.
2. To develop more on-the-job training programs with our south suburban employers.
3. To get business and industry to provide specific data to educational people to help them with their curriculum.
4. To serve local government, particularly with regard to human resources.
5. To bring educators into business or industry for in-service training.
6. To make the high school diploma dependent on the ability to read, write and do basic math.
7. To orient young people to work situation earlier through exploration on part-time jobs.
8. To develop means to motivate young people to succeed in school and work.

Linkages/Participants

Russ Alaimo, District Executive of the Boy Scouts of America, who works to match identified student interest to community resource people set up Explorer Posts which are organized to expose the students to specific career possibilities.

Dick Jensen, Vice-President of Prairie State College, which is cooperating with the Council helped develop a computerized resource list of business, industry, government, education and labor people in the south suburban communities.

Council members:

The Honorable Saul H. Beck
Mayor of East Chicago Heights
1327 Ellis Avenue
East Chicago Heights, IL 60411

Ms. Erica Buncis
Grants Coordinator
Village of Park Forest
Park Forest, IL 60466

Dr. Richard C. Creal
President
Prairie State College
202 South Halsted Street
Chicago Heights, IL 60411

Dr. Thomas E. Deem
Articulation Coordinator
Community College Relations
Governors State University
Park Forest South, IL 60466

Mr. William J. Gordon
President
Heritage/Glenwood Bank
18301 Halsted Street
Glenwood, IL 60425

Mr. Tom Halbleib
Operations Manager
Vacudyne Altair, Inc.
375 East Joe Orr Road
Chicago Heights, IL 60411

Mrs. Sharon Hamilton
Principal, Taft School
163rd Street and Union Avenue
Harvey, IL 60426

Ms. Ruth Hartison
President, Local 6939
United Steel Workers of America
Allied Tube and Conduit Corp.
16100 Lathrop Street
Harvey, IL 60426

Dr. Nathan A. Ivey
President
Thornton Community College
15800 South State Street
South Holland, IL 60473

Mr. Lawrence Keller
Director of Education and
Community Services
United Steel Workers of America
District 31
First National Bank Building
720 West Chicago Avenue
Room 211
East Chicago, IN 46312

Mr. Wellington Kendall
Employment Manager
Wyman-Grodon Company
14600 Wood Street
Harvey, IL 60426

Mr. Jerry A. McLean
Executive Vice President
Chicago Heights Chamber of Commerce
100 First National Plaza
Post Office Box 667
Chicago Heights, IL 60411

Mr. Joseph P. Monaghen
Coordinator
Cook County Office of Manpower
Services
118 North Clark Street
Room 500
Chicago, IL 60602

Mr. Norman A. Polaskey
Director
State and Federal Programs
Bremen Community High School
District No. 228
Midlothian, IL 60445

Dr. Norma G. Rooney
Dean of Career Education
Thornton Community College
15800 South State Street
Harvey, IL 60426

Mr. Robert Stuebe
President, LL 377
International Assoc. of Machinists
and Aerospace Workers
F.H. Ayer Manufacturing Company
2015 Halsted Street
Chicago Heights, IL 60411

Mr. Robert Sutter
Chief Industrial Engineer
Calumet Steel Company
390 East Joe Orr Road
Chicago Heights, IL 60411

Mr. Lester J. Wolf
Vice-President
South Suburban Federal Savings
and Loan Association
154th Street and Broadway Ave.
Harvey, IL 60426

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Secondary Education Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

10-12

CAREER EXPLORATION PROGRAM–SPECIALIZED CAREER DAYS

Donna Groh
Occupational Specialist for Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

A specific career area will allow groups of students to visit and explore, in depth, various businesses during the normal working day.

Objectives

1. To allow students to explore the real world of work.
2. To allow students to see the relevancy of school work to the world of work.
3. To allow students the opportunity to make more realistic career choices.
4. To provide students with the most comprehensive types of career development experiences.

5. To allow participating businesses the opportunity to work closely with the school program in providing needed career educational experiences.

6. To allow participating businesses the opportunity to show their organization to prospective employees.

Linkages

Sarasota Memorial Hospital and 180 secondary students who have a serious interest in various health careers.

Process

This activity is still in the planning stages and will take place during the first part of May. The participating students will be well screened by the occupational specialist as only students who are seriously interested in the health career field will be allowed to attend this activity. Health Careers Day will begin with a general orientation to health careers and then each student will choose three specific areas of the hospital and will attend an in-depth visitation of each area of his or her choice.

Outcomes

Better career decisions made by students.

Evaluation

See attached sample form.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Health	Business & Industry	Advisory & Consulting Currinculum Enrichment Career Day	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Environment	

Sample 1

EVALUATION SURVEY SHEET FOR HEALTH CAREERS CONFERENCES

Please complete the following form and return it to the assembly area at the end of the day.

Grade Level: 10th 11th 12th

Have you been accepted by a college? ☐ Yes ☐ No

Sample 1 (Continued)

Name of College ______________________________

Area of Study ______________________________

How would you rate today's program?

A. Organizational: Excellent ☐ Good ☐ Fair ☐ Poor ☐

B. Informational: Excellent ☐ Good ☐ Fair ☐ Poor ☐

Comments: ______________________________

____

____

How would you improve health careers day? ______________________________

____

____

Thank you. This information will be used in order to improve the health careers conference in the future.

10-12

CAREER EXPLORATION PROGRAM—INDIVIDUAL SHADOWING

Donna Groh
Occupational Specialist for Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

These activities allow students to see the relevancy of school to the world of work and to have the opportunity to make more realistic career decisions.

Objectives

1. To allow students to explore the real world of work.
2. To allow students to see the relevancy of school work to the world of work.
3. To allow students the opportunity to make more realistic career choices.
4. To provide students with the most comprehensive types of career development experiences.
5. To allow participating businesses the opportunity to work closely with the school program in providing needed career educational experiences.
6. To allow participating businesses the opportunity to show their organization to prospective employees.

Linkages

Participating business—Coast Federal Savings and Loan
Shadowing Student—Sue Lazar, Riverview High School senior

Note: In Sarasota County we have a directory of 240 businesses that have agreed to participate in this program.

Process

This activity is initiated by individual students through the occupational specialist in their schools. A vocational counseling session between the student and the occupational specialist is the first step. The student is then required to research the career the student wishes to shadow by using a variety of career materials which are available in the office of the occupational specialist. After this in-depth study the student prepares a list of questions to be asked at the time of the visitation. All arrangements for the visitation are then made by the occupational specialist.

Outcomes

Better career decisions made by students. In this particular situation the student wrote an article for her school newspaper. See attached sheet.

Samples

(Including Evaluation forms)—See following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office	Business & Industry	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	

Sample 1

STUDENT REPORT FOR SCHOOL PAPER

CAREERS

One Vote for Public Relations

By Sue Lazar

Public relations is vastly becoming the "job" of the future.

Mrs. Margaret Deeb, assistant vice-president of public relations and advertising at Coast Federal Savings and Loan, defines a public relations representative as "a person who is trying to convey the goodwill and understanding of a particular company, and favorably present it to the public."

Those engaged in the vocation now exceed 70,000. The rate of growth is high because the need for communication between corporations is greater.

"Salary in this field depends strictly on how much education the trainee has. A broad college background is desirable," says Mrs. Deeb.

A trainee may begin at $7,500 and work his way to $15,000 or more a year. An "account representative" of a consulting firm can earn up to $20,000. A director for a small to medium-size company may earn $15,000 to $20,000, while the range for the larger corporation would be $20,000 to $40,000. Salaries from $25,000 to $50,000 are earned by seasoned executives, who carry the vice-president titles and enjoy a great many fringe benefits.

Mrs. Deeb believes that personal qualifications and academic preparation are two of the most necessary assets for people pursuing this vocation.

"The one thing you must do as a public relations representative is create a favorable image of your company to the public," says Mrs. Deeb.

"To do this the person must have such personal qualifications including ability to meet and converse with people, an outgoing personality and be a neat, sharp dresser. The representative must also possess aptitudes such as a sharp, quick mind, common sense, a knowledge of the community, and goals set towards this profession," adds Mrs. Deeb.

Because a public relations person is paid according to the individual's qualifications, experience and responsibilities, Mrs. Deeb suggests that the representatives should attend college. Attendance of four years of college and earning a Bachelor of Science Degree in journalism, advertising, or broadcasting is advisable. Students may major in public relations in any of the 300 colleges and universities that offer it. Other preparatory courses include, English, journalism, sociology, creative writing, and marketing.

"The reason why public relations is becoming the job of the future is because it is branching off into many related fields such as marketing research," says, Winifred Armstrong, marketing and research department head at Coast Federal Savings and Loan. "Colleges, such as University of Florida in Gainseville, offer marketing in their Business Administration curriculum," adds Mrs. Armstrong.

Sample 1 (Continued)

Communication, whether it is in the form of public relations, marketing research, advertising or radio and television, is used constantly by millions daily.

Public relations, is just one of the careers today that is helping "close up" the communication gap between producer, consumer, and management.

Sample 2

STUDENT EVALUATION OF CAREER EXPLORATION PROGRAM

Name of Student ______________________ School ____________ Grade ________

Name of Participating Sponsor ____

Date of Visit ______________________ Contact Person ______________________

****

Please circle the number following each phrase which best represents your feelings.
1—Most Favorable 2—Good 3—Average 4—Fair 5—Unfavorable

	(Circle one)
--The *manner* in which you were received	1 2 3 4 5
—The *value* of the visit to you	1 2 3 4 5
As a result of your visit, did you learn:	(Circle one)
—What *type* of work is involved	yes no
—What *abilities* are required	yes no
—What *skills* and *training* are necessary	yes no
—What the *career potential* is in this field	yes no

Please write a brief paragraph in the space provided below or on the reverse side of this evaluation form giving your reaction to the day's experience.

____

____

____

____

____

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Sample 3

PARTICIPATING SPONSOR'S EVALUATION OF STUDENT VISIT
CAREER EXPLORATION PROGRAM

Name of Student ______________________ School ___________ Grade _______

Name of Participating Sponsor ____

Date of Visit ______________________ Contact Person ______________________

****

Please circle the number following each phrase which best represents your feelings.
1—Most Favorable 2—Good 3—Average 4—Fair 5—Unfavorable

	(Circle one)
–*Punctuality* of student	1 2 3 4 5
–Student's *appearance*	1 2 3 4 5
–*Interest* and *enthusiasm* displayed by student	1 2 3 4 5
–*Behavior* of student	1 2 3 4 5
–The *value* of the visit to the *student*	1 2 3 4 5
–The *value* of the visit to *you*	1 2 3 4 5
–Would you like to know the student's reaction to the visit?	yes no

Please feel free to make any additional comments or suggestions to improve this program in the space provided below or on the reverse side of this form.

____

____

____

____

____

Sample 4

CAREER EXPLORATION PROGRAM MONTHLY LOG

School ______________________________

Student Name	Participating Sponsor	No.	Date	Evaluation Returned	
				Student	Sponsor

—Attach evaluations to monthly report.
—Forward monthly report to the Career Education office for county reporting purpose.
—A copy will be sent back to each school

10-12

COUNTY-WIDE JOB FAIR

Donna Groh
Occupational Specialist for Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

This activity is now in the preliminary stages of planning. A county-wide job fair will be held during the second or third week of May for graduating seniors who are seeking permanent employment upon high school graduation. We will be asking business/industry representatives from Sarasota County with job openings to meet and interview students interested in permanent full-time careers.

Objectives

To find permanent employment for graduating seniors who are not furthering their education at a college or university.

Process

Graduating seniors in every high school in Sarasota County who are seeking permanent full-time employment will contact the occupational specialist. In each school, the participating students will attend mini classes preparing them for a job interview, preparing a resume, and proper grooming. The day of the fair, students will have several copies of their resumes.

All businesses throughout Sarasota County with job openings will be encouraged to attend the fair.

The Sarasota Hyatt House has offered to host this event. Each company representative will be provided a room. This situation will allow a private interview session for each student.

Outcomes

The ideal outcome would be to provide permanent employment for *all* of our students. Of course we realize this is an impossible goal. However, we feel the knowledge and application of employability skills and the experience of an actual job interview will be a most valuable experience for all of the participating students.

Evaluation

If the evaluations of all concerned are positive, and we strongly believe they will be, we hope to make this a permanent annual event.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Manufacturing Marketing & Distribution	Business & Industry	Advisory & Consulting Career Guidance/Counseling Employment Information Student Evaluation		Attitudes & Values Career Planning Decision Making Economic Understanding	Full time Part time

10-12

SCHOOL PRESENTS DAILY RADIO BROADCAST

Radio Station WKTJ
Farmington, Maine

Circumstances

Mr. Shute, owner of WKTJ, was eager to interest students in using his radio station. He negotiated an informal agreement with the speech class at Mt. Blue High School in 1973.

Linkages/Participants

Mrs. Knox, Speech Teacher
Mt. Blue High School
Farmington, Maine 04938

Process

During the first year, students made a weekly presentation over WKTJ. Their program was called "Voice of Mt. Blue." Subject material for the broadcasts covered a wide range, including folk-rock student performances as well as analyses of school and community issues.

The following year Mr. Shute helped the speech class set up broadcasting facilities at the school which allowed the students to broadcast daily as a feeder station to WKTJ.

Outcomes

Students enjoy operating and maintaining their own radio station, which enables many students to be actively involved in the various aspects of radio broadcasting.

The station is located in the electricity classroom and is used as part of the electricity curriculum as well as that of speech and drama.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Fine Arts & Humanities	Business & Industry Community Groups	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	

10-12

JOURNALISM WITHOUT A SCHOOL NEWSPAPER

Mt. Blue High School
Farmington, Maine

Circumstances

Because Mt. Blue High School has no school newspaper, the instructor of the journalism class asked *The Franklin Journal,* a local newspaper, to provide for the weekly publication of school news.

Objectives

The major objectives of the agreement with the newspaper are:

1. To familiarize students with the dynamics of real-world publication.
2. To motivate students by giving them the opportunity to present their work to the community.

Linkages/Participants

The Franklin Journal
University of Maine—Farmington

Process

Students first visit the editor and are shown the mechanics of the press and the newspaper business. The weekly section devoted to school news is called "Mt. Blue Journalists." The entire class works enthusiastically to provide the best material for this section. Local newspaper people serve as classroom resources, critiquing students' work and helping them improve their techniques. Several students in the class have taken a photography course at the University of Maine-Farmington in order to provide high quality photographs to expand their coverage of school news. Weekly deadlines are met and the entire class is invited to see the press in action.

Outcomes

Most students call journalism the best English class they have taken. Their visits to the newspaper enable them to learn the intracacies of the business and the variety of occupations involved in it, e.g., editor, writer, proofreader, advertising, salesperson, layout artist, typist, printer, reporter, photographer, etc.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Postsecondary Education	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Hands-on Experiences	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	

10-12

MASONRY TRADES SUPPORT HIGH SCHOOL PROGRAM

Venice High School
Los Angeles, California

Circumstances

The Los Angeles Unified School District and the masonry industry combined resources to initiate masonry classes in secondary schools in the district and surrounding areas. The arrangement between education and labor is beneficial to both groups. Work skills and potential employment opportunities are provided for students, which helps to reduce the 35 percent drop-out rate prevalent in some sectors and provides the masonry industry with apprenticed bricklayers who will earn and hold their jobs.

Objectives

The union is able to develop a superior pool of applicants. Students can explore their interest in masonry and the construction trade in this class without committing themselves to the three-year program leading to journeyman status. Students who complete the masonry class and want to continue are given preferential status for entry into the Preapprenticeship Training Program from which contractors draw apprentices. Those students that complete the high school program and go on to the Preapprenticeship Training Program will probably stay in the profession.

Linkages/Participants

Masons Union
Masonry Industry

Process

The program documented here is the masonry class at urban Venice High School in Los Angeles. A masonry industry initiated the concept for the high school classes. Representatives of the industry visit the campuses, bring an audiovisual presentation with brochures and a lecture on the benefits of the construction industry as well as on the negative aspects. The industry also provides classroom materials on the specific topics of bricklaying, tool identification, construction methods, and safety.

At the high school, the masonry class activities are centered around a regular school bungalow which serves as the classroom for instruction, demonstrations, and display of materials. Because the school is located in an area subject to vandalism, all equipment is stored in the tool shed, wheels are removed from the cement mixer so it cannot be easily removed, and a former student works half-time to maintain and protect the tools.

An outside activity area within the large fenced area provides the space for building and tearing down practice walls. The students generate their own projects and receive guidance from the teacher, a former mason. The first projects the students undertake help them to get the "feel" of the equipment and materials. Eventually, they work on more complex projects involving the integration of various types of masonry units.

They also learn the art of placing mortar on vertical surfaces. The mortar they use is made of sand and lime but contains no cement. This mortar has the same consistency as mortar that contains cement, but it never "sets-up" and it can be reused many times. When the projects are taken down, the mortar is collected, sifted, and put back into the mixer along with more water, and "new" mortar is produced.

Those students who finish the course and decide to become masons are sent to the Mason Industry Training Center in the City of Commerce, which is one branch of the Central City Occupational Center (a large vocational education facility in downtown Los Angeles). There, students learn brick, block and stone masonry, marble setting, pointing, caulking, and safety measure, all skills required for journeyman status in the bricklayers union. Classroom training is combined with "hands-on" experience, using the tools, and materials of the masonry trade.

History of Facilities Development

In October 1974, the Brickmasons Apprenticeship Trust submitted a Title I proposal to Los Angeles County to have the Los Angeles Unified School District provide funds for a program of brickmasonry on the secondary level. The project was designed as a partnership with costs divided between the school district and the masonry industry. The masonry industry felt school vocational programs and industrial training programs were too often incompatible; that is, students trained in school programs were not adequately trained for industry jobs. The industry and the Los Angeles County district personnel agreed it would be more effective to have the industry work with the school in developing a program that would provide the training that would allow them to be placed in jobs upon graduation.

The program was developed to give industry a role in selecting the equipment and tools and helping set up the activity, as well as working with instructors in developing the curriculum. The facility had to be one that allowed outside work with hand tools and equipment, with a lab area, adjacent classrooms, and sufficient space for the construction of long walls. In addition, it was a goal to establish the pilot program in a multiracial school so that all ethnic groups could be included. Venice High School was thus established as the pilot school because of its mix of Blacks, Chicanos, Anglos, and other races.

The Director of Apprenticeship at the local Mason Industry Training Center (supported by local unions and industry) worked with the school personnel in establishing the program. He recommended that a fence be constructed around the area to act as a barricade so that materials could be locked at night. A hose bib and power plug were installed. The cost of the pilot program was $3,000, including equipment, tools, materials, and maintenance.

The industry provided tool and equipment information, recommended purchases, placed equipment orders, and followed up on delivery and quality inspection. In addition, the industry provided all curriculum materials, including lesson plans, manuals, audiovisual materials, and all materials for hands-on experience. These materials included the various forms of brick and stone and the mortar. The industry maintains the stock of materials, and the school provides the space and the instructors.

Subsequent programs established at other schools, without purchase of equipment, have cost $1,500 to the masonry industry.

(Reprinted from *Facilities Handbook for Career Education,* NIE Papers in Education and Work: No. 2, by William B. Gill and Ann W. Luke, System Development Corporation, Santa Monica, California, October, 1976. Published: Washington, D.C. 20208: U.S. Department of H.E.W.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction	Business & Industry Labor	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision Hands-on Experience	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full time Part time

10-12

TRUST FUND PROVIDES POSTSECONDARY TRAINING

Brillion High School Scholarship Trust
Gaylord K. Unbehaun, Superintendent of Schools
315 South Main Street
Brillion, Wisconsin 54110
(414) 756-2166

Circumstances

A recently established trust fund is expected to provide money adequate to pay the costs of postsecondary training programs for all graduates of Brillion High School.

Objectives

The intent of the trust fund is to provide financial opportunities for students to attend postsecondary educational institutions.

Linkages/Participants

Mr. & Mrs. R. D. Peters. Mr. Peters is the former president of the Brillion Iron Works. He and Mrs. Peters donated 1,000 shares of Beatrice Food stock to be sold for first year awards, and a plan has been drawn up to fund this trust on an annual basis.

Process

Assistance to students will be in the following terms:

- 100% of tuition for up to four years of postsecondary education
- 25% of room and board for the first two years of school
- 50% of room and board for the third year of school
- 75% of room and board for the fourth year of school
- Students assisted may receive no failing grades
- Students assisted must maintain a minimum grade point average of 2.0 for the first two years of school
- Students assisted must maintain a minimum grade point average of 2.5 for the third year of school
- Students assisted must maintain a minimum grade point average of 3.0 for the fourth year of school

Outcomes

It is hope that the extensive financial assistance provided by the trust fund will motivate students to earn better grades in secondary school and give them incentive to remain in postsecondary school until they reach their goals.

Evaluation

The first payments from the trust fund will be made in February, 1979. There has been no opportunity for formal evaluation, but some students, who had previously indicated that funding prevented them from considering further education, are now expressing interest in postsecondary schools.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Postsecondary Education	Financial		Attitudes & Values Career Planning Decision Making Self Concept	

A.T.&T. OFFERS "A CAREER IS CALLING"*

"A Career is Calling" is a multimedia exploration of the world of work for upper level students. To obtain the book and the film, contact your Bell Telephone Company Educational Representative or your local Bell Telephone Company office.

Circumstances

"A Career is Calling" consists of two components: a film and a series of eight printed activity masters. The film, which concentrates on the specifics of several jobs in the Bell System, offers students the chance to see young people a little older than themselves performing valuable tasks in the communications industry. The printed section of the program delves into the self-evaluation and self-knowledge students must acquire before they can be happy and effective in a job in the Bell System or indeed a job anywhere.

The teacher's guide book contains 8 spirit duplicating masters and 7 pages of background information and teaching suggestions. The spirit duplicating masters will produce a minimum of 200 copies.

Objectives

This career education program is designed to give students an early awareness of the world of work and work values so they can begin to assess their individual capabilities and preferences. The program can help students gain a better understanding of the following:

- The occupational structure of the economy
- The range of career choices
- The intelligent determination of personal capabilities and aspirations
- The requisites for a variety of occupations
- Opportunities to prepare for economic independence, personal fulfillment, and an appreciation for the dignity of work

Process

Each component (the film and the eighty activity masters) can stand alone, but taken alone, each provides only half the story of a career choice. The printed matter provides a general background—the story of any career search—which begins with the searcher, the searcher's aptitudes, interests and abilities. It then makes the student aware of the multitude of careers that are open. After watching the film to see how several Bell System employees have matched personal characteristics to several career areas, the student tries to do the same thing as he turns back to the print program. The student discovers the jobs that will need the most people to fill them in the future. The program concludes with a consideration of the communication skills needed for any job, although with particular application to Bell System jobs.

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*Copyright 1975, American Telephone and Telegraph Company.

For a well-balanced unit on career education the authors recommend that both the film and the activity masters be used. Tests have shown that the film is most effective if it is shown after students have completed Activity Master 2.

PROGRAM OUTLINE:

Activity Master 1: *Take Your Measure*

This unit helps students honestly evaluate their personal qualities and activity preferences. By taking a personal inventory, they have a concrete record of their own perceptions of themselves.

Activity Master 2: *24,000 Careers*

Makes students aware of the vast number of occupations and gives them some practice in classifying specific occupations within career clusters. NOTE: It is recommended that the film be shown following this activity. This 27-minute, 16 mm color motion picture shows how several young people have matched their personal qualities to specific jobs within the Bell System.

Activity Master 3: *Which Jobs Are for You?*

Encourages students to match their own qualities, skills, and activity preferences to the qualifications and attributes of the jobs they are interested in.

Activity Master 4: *The Best of All Possible Jobs*

Shows that people are fortunately different in their estimation of the ideal job. This activity gives students the chance to do some of their wildest imagining about the perfect job for them.

Activity Master 5: *Where Will You Be In 2000 A.D.?*

Provides specific information about what occupations will be in most demand in the future. Shows students what the hard facts of the job market will be in 1985.

Activity Master 6: *Changing Roles of Women*

Makes students more aware of society's changing attitude toward women's career choices. Helps them explore the resulting changes in social values as well.

Activity Master 7: *People Problems With Problem People*

Gives students some practice in managing hypothetical situations involving people whose behavior and work habits are not ideal.

Activity Master 8: *The Spotlight Is On You*

Helps students become aware of the communications skills required of anyone whose career puts him in contact with the public.

Evaluation

This program was carefully tested in high schools throughout the country. The suggestions and comments of teachers and students were taken into consideration in the final preparation of "A Career is Calling."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Equipment Provision Role Models		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

10-12

Adult

EDUCATION-WORK COUNCIL ORGANIZING IN RURAL MAINE

Donald Bean, Executive Director
Bethel Area Community Education-Work Council
c/o School Administrative District No. 44
Bethel, Maine 04217

Circumstances

Initial funds for personnel, communications, travel, service, and office expenses are being provided by the Department of Labor. Community members will serve on the Council without pay. Office space and bookkeeping services will be provided by the school system.

Objectives

The Council will be an independent body, separate from the public schools. In its first year the Council plans to complete the organization and staff selection, explore the possibility of involving additional organizations in collaborative efforts, assess the imbalance between employment opportunities and needs in the area, and assess self-defined education to work transition service needs of area youth.

Linkages/Participants

Within the 25-mile radius of this rural school district, the four largest employers are Ecko Wood Products (180), School District No. 44 (120), P.H. Chadbourne (120), and Stowell Wood Products (120). An Executive Ad Hoc Planning Committee representing industry, education, government agencies and civic groups was instrumental in organizing the Bethel Area Community Education-Work Council.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Secondary Education Postsecondary Education Parents & Other Individuals	Advisory & Consulting Employment Information		Career Planning Economic Understanding	Full time Part time

BOP, INC. REFINES BUSINESS SKILLS

Bingham County Office Program
Bingham County, Idaho

Circumstances

The Bingham County Office Program (BOP) is housed in a one-room mobile office unit measuring 12′ x 45′. The unit contains a 15kw electric furnace and a three-ton refrigerated air conditioner.

Standard kitchen cabinets are used for overhead storage; counters are attached to wall studs and supported by legs as needed. Desks and office equipment are free-standing. The range of office equipment includes electric typewriters, adding machines, postage meters, telephones, file cabinets, rolodex, name plates—in short, all of the standard office furniture. A used mobile home tractor pulls the office unit from one school to another. It is stored behind the administrative offices.

The program was designed by a committee consisting of a representative from each of the five districts served. They wanted to create a "capstone" for the office practical curriculum. They had seen prepackaged office simulation materials that were used in traditional classroom settings and had felt that the experience was not "real" enough Even though new desks and office equipment had been moved into the classroom, it still remained a classroom. They also realized that they did not need to locate a specialized facility on each of the five campuses, since it would not be required for constant use all year round.

All of these considerations prompted the idea of using a mobile unit that could be designed and equipped like an office and would move from school to school, spending one-fifth of the time at each school.

Simple plans were submitted to three mobile home builders for bids. Manorwood Mobile Home Builders in Caldwell, Idaho, submitted a bid of $8,500 for the unit; the bid was accepted by the committee. This cost and $8,000 for office equipment was financed with a USOE grant under the Vocational Education Amendments Act, Part D, of 1968.

Objectives

BOP, Inc. is a mobile unit that simulates a mortgage and loan office, serving high school students in Bingham County, Idaho, as part of the Bingham County Career Education project. BOP is designed to assist students in learning how to work in a business office. It allows students to determine whether they are interested in office work as a career and gives them a better idea of which specific office jobs are compatible with their own skills and interests.

Process

BOP is modeled after the Utah Mortgage Loan Corporation in Logan, Utah. It travels to five high schools in the county and serves students in grades 10-12. The simulated organization makes loans, receives payments, collects fire and hazard insurance payments, and conducts other business typical of a mortgage company. Students try out different positions in the company and do the work as office employees; some students play the role of outside customers, calling the company and presenting problems or complaints that the students in the office have to solve.

Students "apply" for whatever position they are interested in. They work for a chosen time in this position, and then progress through other positions. Jobs available include receptionist, cashier, insurance clerk, posting and tax clerk, vice president, executive secretary, and administrative assistant.

The simulation is constructed in four phases:

1. A preproblem briefing that acquaints students with the facility and lays the ground rules for the exercise.
2. Positional instructions—a general orientation phase that describes the mortgage company and each position that is available and allows one day's rotation at each position.
3. A simulation warm-up that adds work which will help students understand the concepts and procedures, and allows two days at each position.
4. Full-scale simulation involving three days at each position.

The business functions are outlined: they include financing and purchase of a home, the cycle of the coupon, the flow of funds including tax assessments and insurance premiums, and related activities.

Outcomes

In addition to specific skills, students are taught about work attitudes, and learn the meaning of such terms as "breaks," "tardies," "chain of command," and "dress."

Students are evaluated through the use of a special BOP Appraisal Form, which records the quality of their work, their ability to follow directions, and other measures. Copies of simulated business transactions are also made and put in the students' folders.

Evaluation

A third-party evaluation has been made each year for the past two years by the College of Education at Idaho State University in Pocatello, Idaho. Their reports indicate that the program is quite successful in its present form and that it should continue with little or no modification.

(Excerpted from *Facilities Handbook for Career Education,* NIE Papers in Education and Work: No. 2, by William B. Gill and Ann W. Luke, System Development Corporation, Santa Monica, California. Washington, D.C., 20208: Education and Work Group, National Institute of Education, 1976, pp. 54-56.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office	Business & Industry Community Groups Government Agencies Postsecondary Education	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Equipment Provision Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

10-12

CENTRAL LOCATION MAKES WORK WORLD ACCESSIBLE

Far West Laboratory for Educational Research and Development
Oakland, California

Circumstances

The Far West Laboratory for Educational Research and Development is sponsoring a community-based career education center that is centrally located to real-world activities, where students can develop projects and work in the community in different occupations. The focus of the program is on grades 10-12.

Objectives

The concept that animates the school is that basic knowledge and skills, if they are to become relevant to students, must be used in everyday life rather than in artificial classroom situations. Career preparation must, it is believed by the staff, become an integral part of a person's education; thus, the school encourages students to see life itself as a learning process.

The Far West School is an exemplary high school that enables 100 students to utilize the entire community as a learning resource and helps them to choose and find satisfaction in an adult life.

Process

The students work in the community individually or in small groups, choosing their projects from possibilities suggested by learning coordinators. During the 1974-75 school year, a cancer research program at the University of California accommodated several students. An advertising executive for the Chevron Oil Corporation worked extensively with a group of five students who learned about various aspects of the advertising world and then organized themselves into an advertising agency. This group presented a portfolio to the owner of a restaurant in the building which houses the school's office, pointing out how his business might be improved and offering to help him. Under the guidance of the Chevron executive and their learning coordinator, the students proceeded to analyze and advertise the business as though they were a professional advertising agency. Each of the students involved used this activity for different credit purposes, some for English, some for business, and some for combinations of these.

The staff of Far West School consists of the Director of Operations, four learning coordinators, a skills specialist, a workshop leader, and secretarial support.

The students get free bust and BART tokens to make trips to community resources that have agreed to help them develop their projects.

Each learning coordinator helps approximately 25 students to plan their own learning programs. Smaller office spaces are used for individual tutorial sessions and can be used by small groups working together on a project. One room serves as a resource center with carrels for individual study and tables and chairs for group activities. One room serves as a lounge/meeting area for the school. It has direct access to the patio on the roof. The students receive messages at a center located near the entrance to the office of the learning coordinator. Far West School occupies the (rented) top floor of a downtown office building with 22 rooms and a large patio. Each learning coordinator has a small office adjacent to a student activity room. There are four conference rooms, each of which can accommodate the learning coordinator and his 25 students. A set of open files helps students to locate resources. The skills specialist's office is part of a room that also contains study carrels for use with programmed instructional materials and equipment.

(Excerpted from Facilities Handbook for Career Education, NIE Papers in Education and Work: No. 2 by William B. Gill and Ann W. Luke, System Development Corporation, Santa Monica, California, Washington, D.C., 20208: Education and Work Group, National Institute of Education, 1976, pp. 88-89.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Tutorial Work Study Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

10-12

ANYTHING YOU WANT TO BE

Information on obtaining the Bell System Aids to Education is available through your local Bell Telephone Company.

Circumstances

The multi-media curriculum package employs values clarification techniques to promote individual evaluation of preferences in terms of social and vocational options and to encourage the consideration of non-traditional careers.

Objectives

Open-ended and informative, it covers a variety of topics, from the development of an awareness of how roles are formed to the presentation of information on changes in the job market which affect individual options.

Process

Designed for use at the secondary level in curricula ranging from Social Studies to Home Economics and also for use by guidance counselors and teacher trainers, the program is divided into six sections which can be used in various combinations depending upon the interest of the group or class. The Socialization Process and Its Consequences; Stereotypes; The Job World (Job Opportunities and Societal Organization, Inside the Professional World); Combining Marriage and Family with a Career; Social Change; and Future Implications.

The program consists of a 28-minute color film which presents a variety of men and women in non-traditional jobs; nine student activity masters include a Pre/Post Test; a Leader Discussion guide containing material and discussion questions for the film, suggested lesson plan and presentation techniques, relevant background data, activities and a resource list.

(Reprinted from Bell System Aids to Education materials.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agricultural & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation		Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Equipment Provision		Attitudes & Values Career Planning Decision Making Economic Understanding	

10-12

7-9

A WORLD FOR WOMEN IN ENGINEERING

Information on obtaining the Bell System Aids to Education is available through your local Bell Telephone Company.

Circumstances

The current shortage of engineers leaves 5,000 jobs vacant each year, yet only one percent of the engineers in the United States are women.

Objectives

To acquaint young women with this exciting and rewarding career, the Bell System has developed a comprehensive program.

Process

The program includes:

- A 20-minute color sound film which presents five women engineers as role models, showing them both in their professional capacities and at home;
- A Leader's Guide which supplies information, scheduling suggestions and student activities including role plays and quizzes;
- Student Books which provide background information on engineering and activity oriented materials to stimulate thought on various issues including the role of women in today's world—Book I for junior high students, Book II for high school and junior college students.
- The program is aimed at young women who are interested in math and science. However, it has been designed to include young men, since their support and acceptance of women in non-traditional careers will be vital.

(Reprinted from Bell System Aids to Education materials.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry	Curriculum Enrichment Employment Information Equipment Provision		Attitudes & Values Career Planning Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

7-9

TELEPHONE BUILDING TOURS

Information on obtaining the Bell System Aids to Education is available through your local Bell Telephone Company.

Objectives

A tour of a telephone building can provide students in grades 7-12 with an insight into the complex and fascinating world of modern communications and offers them a chance to see how classroom learning relates to real-life situations.

Process

Equipment that handles local calls and links the community with the world-wide distance network is explained and demonstrated.

Students also have the opportunity to talk with telephone people and learn about the training and skills required to furnish the variety of communications services available in today's world.

(Reprinted from Bell System Aids to Education materials.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry	Curriculum Enrichment Employment Information Role Models	Field Trips Exploration	Career Planning Economic Understanding	

10-12

"THANK YOU. PLEASE CALL AGAIN"

Teletraining for Business Studies

Information on obtaining the Bell System Aids to Education is available through your local Bell Telephone Company.

Objectives

This specially developed program is designed for classroom use in teaching basic concepts of correct business telephone techniques—to prepare students for the world of business, where proper telephone usage is essential.

Process

Using a values clarification approach, information and role-playing situations are designed to familiarize students with general office practices and to help them to think clearly and quickly while participating in a telephone conversation.

Material on directory usage and information on various types of telephone services found in office situations are also covered.

Program materials include a filmstrip with accompanying audio cassettes, a Teacher's Guide, a wall chart and a book of spirit duplicating masters which provide role playing and student activity materials. Materials are designed to accompany the Business Phone Trainer.

The Business Phone Trainer is designed to stimulate an office arrangement; it consists of four six-button phones connected to a central unit with loudspeaker and recording capabilities.

Films on good business telephone usage can be borrowed to supplement the program.

(Reprinted from Bell System Aids to Education materials.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office	Business & Industry	Curriculum Enrichment Equipment Provision		Interpersonal Relations	

10-12

STATEWIDE COMPETITION PROVIDES EXPERIENCE IN CONSERVATION AND ORNAMENTAL HORTICULTURE

Bureau of Agricultural Education
State Education Department
Albany, New York 12230

Circumstances

Conservation and horticulture contests have grown, with the help of local teachers, state staff and industry representatives, into an organized competitive program of significant proportions.

A rapidly increasing number of students have enrolled in conservation and ornamental horticulture, two specialized areas of agricultural education in New York state. The growing interest has generated new programs and related contests.

Conservation Contests

Participation in the conservation contests is so great that elimination contests are held at the district level. The variety of contents are listed in Table 1, which reflects the wide scope of conservation in New York.

TABLE 1
Conservation Contests

Contest	Number of Students Per Team
Tree Felling	2
Tree Bucking	2
Backhoe Digging and Backfilling	2
Bulldozer Trenching and Backfilling	2
Bulldozer Log Rolling	1
Surveying	2
Land Judging	4
Timber Cruising	4
Tree Identification	4
Wildlife Identification	4

Process

Students interested in forestry demonstrate their skills in tree felling, tree bucking, log rolling and timber cruising. Tree felling involves felling a tree or pole in the proper direction using a chain saw. Students are judged on the accuracy of the fell, safety and proper techniques. Tree bucking is a timed contest where students must cut and stack four foot pulp logs. Students are judged on accuracy of cuts, proper filing and safety. Students use a bulldozer in the log rolling contest to move a log a specified distance in a specified amount of time. Students are scored on safety and the damages to the turf. The timber cruising contest consists of examining ten selected trees to determine the species and estimated usable timber.

Two of the more competitive contests are in equipment operation. In the digging and backfilling contests, students show their proficiency with a backhoe and a bulldozer. Students must dig a predetermined hole or trench to exact dimensions and properly backfill leaving the area level. The surveying contest involves a differential leveling problem and mapping out a survey site. Land judging is similar to most contests of this type except with the aspect of making recommendations for conservation improvements as opposed to production agriculture recommendations.

Wildlife and tree identification contests are similar to most identification type contests. Students must not only identify samples of various species but also answer questions about habitat or characteristics.

Awards are presented in the contests on both an individual and team basis. In addition, an overall outstanding school is selected based on results in all contests.

Horticulture Contests

The horticulture contests are in their fourth year and rapidly growing. With approximately 1700 students specializing in horticulture, the potential is great. Contests in these areas are similar to conservation in that there are individual contests in specific aspects of the field. The different sections of the horticulture contests are in Table 2.

TABLE 2
Horticulture Contests

Category I	Identification of Plant Material	
	Section A	Woody Plants
	Section B	Herbaceous Plants
	Section C	Tropical Plants
Category II	Floral Design	
	Section A	Floral Arrangement
	Section B	Corsage
Category III	Landscape Escape Establishment and Maintenance	
	Section A	Planting
	Section B	Pruning
Category IV	Landscape Design	
Category V	Comprehensive Test	

Contests are open to any student enrolled in ornamental horticulture and students may enter as many of the contests as they wish. However, each school is limited to four students in each contest.

The horticulture contests in New York have similar aspects to the National FFA Contests, however, they go into additional areas, especially where students demonstrate physical skills.

The identification contests are similar to the national contest. From an established list, students must identify the Latin and common name of 25 specimens in each of the categories, woody, herbaceous, and tropical plants. Another section of the contest is a comprehensive test that includes multiple-choice questions on all phases of horticulture.

One area where the contest enters the practical aspects of horticulture is in floral design. Students put into practice the skills they have learned by constructing one floral arrangement and a corsage. Floral arrangements must be designed in the shape of a general design selected at the time of the contest. They are judged on balance, scale, harmony, color and design. Corsages are judged on design and quality of construction.

Students proficient in the landscape phase of horticulture have the opportunity to demonstrate planting, pruning and design skills. Students work in teams of two as they plant three different types of trees or shrubs. Students also must properly prune different ornamental plantings. In the design aspect, students are given several designs and asked to identify improperly placed items. Such things as placement of plantings, focal point, scale and use of color are evaluations the student must make.

Outcomes

These contests in conservation and horticulture have grown rapidly in New York. The inventiveness of New York teachers has developed and improved these contests and given students an opportunity to demonstrate their skills in as realistic a manner as possible. The logistics of the contests are demanding. It is an exhaustive responsibility to arrange for land, equipment, specimens and different types of plantings. However, the rewards in student interest have been worth the effort.

More information about these contests can be obtained from the Bureau of Agricultural Education, State Education Department, Albany, New York 12230.

(Reprinted from "Contests in Conservation and Horticulture," Richard D. Jones, *Agricultural Education,* Vol. 50, No. 3, September, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Competitive Awards Curriculum Enrichment Student Evaluation	Work Experience	Attitudes & Values Career Planning Decision Making Environment Interpersonal Relations Self Concept	

10-12

YOUTH WORK WITH MANAGEMENT IN EXECUTIVE INTERNSHIPS

Dr. Charlene Hirsch, National Director
Executive High School Internships of America
New York, New York

Circumstances

The internships began in 1971 in New York City, when Dr. Charlene Hirsch, then head of the city's Human Resources Administration's Office of Educational Development, placed 25 students in positions with the city's public and private workers. Dr. Hirsch now serves as National Director of Executive High School Internships of America (EHSIA), which oversees most of the nation's executive internship projects.

For a membership fee of $2,000, EHSIA conducts a week-long National Coordinators' Training Academy, and provides evaluation materials and advice to the member school systems.

Additional costs for the programs average $645 per student. An average of 30 to 40 students serve internships in each school district.

Objectives

The executive internship program seeks to clarify the importance of education for its participants.

Linkages/Participants

Almost 3000 executives in 20 states.

Process

Almost 3,000 talented high school juniors and seniors in 20 states are learning leadership skills from community experts by serving as executive high school interns to businessmen, government officials, television producers, museum curators, newspaper editors, judges, and directors of civic programs.

For a semester, on sabbatical from class, students receive full academic credit as they follow and assist local civic and business leaders with correspondence and research, attend meetings with their sponsor, witness decision-makers in action, and follow up on professional-level assignments. They work with the executives four days a week; the fifth set is set aside for evaluative seminars for all local interns.

The interns receive no salary, as they do not enter the business as fully-trained productive employees. Instead, the program coordinators claim the students gain a realistic picture of the role of an executive in an organization, and solidify their career goals. Communications and analytic skills are also strengthened by practical use, as is sensitivity to interpersonal relations.

Successful students may subsequently be hired by their sponsors, or receive recommendations for college or employment.

Interns are selected on the basis of maturity, resourcefulness, initiative, perserverance, self-confidence, dependability, and flexibility. Emphasis is placed on choosing juniors or first-semester seniors, since they can return to the school and relay their knowledge and discoveries to faculty, parents, and student groups. Special aptitudes in science, mathematics, journalism, or art may also be required for certain internships.

Mr. Lawrence Marshall, Associate Superintendent of the Alternative Educational Program for the Houston Independent School District, said he is very pleased with community reaction.

"The business community is overwhelmingly in favor of the program," he reported. "In Houston, we're close to having the Chamber of Commerce as an advisory committee. We've got sponsors ready to go for the second quarter in businesses we've never had before, like investment banking and international law firms."

Outcomes

The national office has received support from major foundations, including Ford and Rockefeller, the National Institute of Education, participating school systems, and corporations such as the Exxon Corporation.

(Excerpted from "Session 145, The Executive High School Internship Program," *Career Education: A Collaborative Effort,* report on Commissioner's National Conference on Career Education, 1976, USOE, NIE, Washington, D.C., p. 36.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Personal Services Public Service	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Role Models	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

7-9

GIRL SCOUTS TO EXPLORE CAREERS

Nancy Garfield, Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

Circumstances

The Office of Career Education has provided a grant for the development of the project, to be known as "From Dreams to Reality."

Objectives

The project will show female role models in a wide variety of careers, provide occupational exploration and "hands-on" experiences, and promote creative, non-stereotypic approaches to careers. Five career education packages, training materials for leaders, and a booklet of guidelines to help the leader utilize community resources will be developed.

Linkages/Participants

Cadette and Senior Girl Scouts will participate in a career awareness exploration project to be developed by the Girl Scouts of the U.S.A.

(Taken from *The Work-Education Exchanges,* The National Manpower Institute, Vol. 1, No. 3, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Employment Information Program Planning Equipment Provision Hands-on Experiences Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

10-12

EXPERIENCED BASED CAREER EXPLORATION AS AN ALTERNATIVE EDUCATIONAL EXPERIENCE FOR TENTH GRADE STUDENTS

Circumstances

This program is funded by NIE (Part D Exemplary) from October 1, 1976 to June 30, 1977, 1977-78, 1978-79. It involves four high schools in Cabell County, West Virginia: Braboursville, Huntington, Huntington East, and Milton High Schools.

Objectives

Participation in the Experience Based Career Exploration program (EBCE) should enable 10th grade students, who have made at least tentative career plans, to choose educational programs in succeeding years to implement these plans. This project is to demonstrate the National Institute of Education's Experience-Based Career Education program as developed by the Appalachian Educational Laboratory (AEL). The AEL program was developed and field tested with mostly 11th and 12th graders. This project differs slightly in that the first year of the project will be conducted solely for selected 10th graders. The AEL program goals are appropriate, except that more emphasis will be placed on educational planning and less on specific occupational performance skills and actual full-time job placement for 10th graders. The following goals will be stressed in the subsequent two years of the student's educational program:

1. Student goals. Students will:

   a. Become knowledgeable about careers, jobs and the job market
   b. Develop general and specific skills for career entry, career advancement and career mobility and adaptation
   c. Develop the basic skills and knowledge that are necessary to prepare for functioning in chosen careers, social and personal activities
   d. Develop the life skills or necessary behaviors and attitudes which help individuals to relate to the economic sector and other life roles in a self-fulfilling manner
   e. Develop the ability to make appropriate career decisions
   f. Develop the ability to identify the psychological and financial rewards of careers
   g. Develop a self-concept of individual characteristics, goals, values and interests
   h. Develop general and specific skills necessary for self-management, initiative, resourcefulness and other coping skills

2. Secondary product goals:

   a. Parents, students, employers, labor unions, the schools and other involved community members will demonstrate a positive attitude toward, and continued support of, the EBCE program
   b. Students will be less inclined to drop out of school
   c. Parents will be more positive to their sons or daughters
   d. Students will be more positive to their parents
   e. Students will be more positive to their community
   f. Students will be more positive to their country
   g. Students will be more positive to their work ethic

3. Structural goals:

   a. All students are offered an integrated, interdisciplinary curriculum
   b. All students who satisfactorily complete the program will be awarded the academic credit necessary for graduation from the home high school
   c. Each student will have his total program coordinated and primarily guided by a single staff member
   d. Each student will have access to a professional guidance and counseling staff member
   e. Each student has a sequence of learning activities, in a variety of modes, tailored to his individual goals, needs, abilities and interests

f. Each student will have access to a variety of employer sites commensurate with his career, academic and personal needs and interests

g. All learning procedures, goals and resources are integrated into a single, coordinated instructional system

h. Effective learning will occur during a student's employer site activities through such mechanisms as preplanning, site analysis, pre-preparation, clear specification of objectives, supervision, etc.

i. Employers are substantively used as instructional agents as well as planners and evaluators

j. Staff-external resources (parents, employers, etc.) are major participants in evaluation, student assessment, instructional planning, etc.

k. All prototype processes (procedures, forms, standards, etc.) are operationally clear, simple and replicable

Process

Eighty students (20 from each of the county's four high schools) were recommended by the junior high counselor and principal to participate in the EBCE program, for which 45 business and industrial firms have made tentative commitments to provide work experience sites. From these, at least 150 sites will be analyzed and otherwise prepared for use by students who will spend approximately 70% of their regular program time participating in learning activities at these sites. Each student will plan activities which provide for participation in at least four different work sites during the school year, participating in each chosen work site a minimum of one week and a maximum of 13 weeks. Learning coordinators will perform supervisory visits to students at each work site and will visit each student at the site at least once, or once each month, depending on the length of placement. Students will not be paid for work and only have a training relationship with the employer. In addition to the learning centers and work sites, school and public libraries, counselor's materials and other community resources will be accessible. Every effort will be made to eliminate sex bias by: (1) identifying at least 12 work experience sites with women and men in non-traditional work roles for their sex and making these sites available for student use; (2) placing students in work experience sites which are commensurate with their needs, abilities and interests regardless of sex; and (3) promoting sex-fair guidance through student interaction with material and personnel resources. In addition to project personnel, an advisory council, responsible for giving advice and assistance in the development of learning resources for students and in coordinating cooperative efforts between the school and community, will consist of: employers or personnel managers, employees or labor representatives, a member of industrial development organization, a representative of the Department of Employment Security, parents of participating students, the Director of Cabell County Career Center, the Assistant Superintendent of Curriculum, a high school principal, 10th grade counselors.

Evaluation

In addition to the 20 selected students, a control group will be selected. This random sample of 22 10th graders from each of the four high schools (so that at least 20 students will be available for both pre and post-testing) and the experimental group will be administered the Iowa Test of Basic Skills, Career Maturity Inventory and Survey of Job Seeking Skills (a non-standardized instrument) which will be used to compare groups. The analysis will be done by performing t-tests on the mean gain scores of EBCE students compared to the control group in each of the high schools. Review of "Student Activity Sheets" and records of student evaluation by the work site resource persons will be used to evaluate the student's acquisition of basic occupational skills. Students' attitudes toward the EBCE program, their parents, community and nation will be evaluated by student interview and survey questionnaire. The dropout and attendance rates of EBCE students will be compared with the rates for non-EBCE 10th graders. During the first year, the rates will necessarily need to be figured during the time the students are participating in the program. The community outcome objectives will be evaluated by administering an interview schedule and/or Survey Rating Instrument to a sample of involved parents, employers, business and industrial employees, manpower agency personnel and school administrators to determine their attitude toward and support for the program. A third party evaluator will determine whether process objectives have been accomplished and make recommendations for project improvement.

(Excerpted from *Overview of Career Education,* A Preliminary Report for the Development of a West Virginia State Plan for career Education, by Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237, January, 1977, pp. 70-71.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Part time

10-12

MUSIC CAREER DAY FOR 250 STUDENTS

John Meighan, Program Director
Tri-County Career Development Program
Route 1–State Route 691
Nelsonville, Ohio 45764

Circumstances

More than 250 high school students and their instructors from six districts in the Athens-Hocking-Perry County region participated in a Music Career Day December 13 sponsored by the Logan City Schools and the Tri-County Career Development Program.

Cindy Hartman, Logan City's career development coordinator, said the idea for the Music Career Day originated with David Sellers, assistant high school band director and elementary band instructor at Logan. She thanked Al Horsky, instructor of instrumental music at Logan High School, for his assistance with the career day and Dr. Jacoby of Kent State who suggested that the event be open to the entire tri-county region.

Funds to support the Music Career Day were provided by the Tri-County Career Development Program. Logan's Music Career Day was held at the Army National Guard Armory in Logan.

Objectives

Students heard presentations on the variety of occupations involving music, information on the job market potential for music-related occupations, necessary education and training requirements, available postsecondary music programs, and job demands.

Participants/Linkages

Dr. Clyde Thompson, Director of the Ohio University School of Music
Sister Paula Mary Russel, Director of Music Education at the College of Mt. St. Joseph near Cincinnati
John Grashel, Administrative Assistant to the Director of The Ohio State University School of Music
Dr. Richard Jacoby, Associate Professor of brass and coordinator of admissions and scholarships at Kent State University School of Music
Liz Schilling, instructor of voice with the Otterbein College Music Department
Dr. Terry Gates, Chairman of the Muskingum College Music Department
Tom Coffman, owner of McClurg's Store in Lancaster
Evan Whallon, Director, and Doug Patti, Business Manager, of the Columbus Symphony Orchestra

Process

In addition to the individual presentations by the representatives, students had opportunities to ask questions of the representatives during a panel discussion, to obtain literature and talk with the representatives individually.

The six school districts involved were Logan City, Athens City, Federal-Hocking Local, Nelsonville-York City, New Lexington City, and Trimble Local.

The panel urged students to obtain realistic, objective assessments of their talents and to be prepared to spend considerable amounts of time in practice.

Outcomes

Panel participants were impressed with the large turnout and pleased with the enthusiasm and behavior of the students.

Program Director John Meighan said the success of this Music Career Day would hopefully lead to other such efforts focusing on other specific career fields. Meighan has appointed Ms. Hartman and Jackie Osborne, Nelsonville-York's career development coordinator, as a committee to plan future multi-district career days.

(Reprinted from "Schoolife," official publication of the Tri-County Career Development Program, Nelsonville, Ohio, 45764, Vol. 1, No. 1, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Fine Arts & Humanities	Business & Industry Community Groups Postsecondary Education Parents & Other Individuals	Advisory & Consulting Employment Information Program Planning Speakers Career Day	Exploration	Attittitudes & Values Career Planning Decision Making Economic Understanding Self Concept	

10-12

CAREERS IN RADIO BROADCASTING

Wayne County, West Virginia

Objectives

The underlying objective of this project was to give high school students in a rural, low socio-economic area career exploration experiences through the operation of a radio station. Specific objectives of the project were:

1. Exploration of careers in the radio broadcasting industry
2. To create positive student attitudes toward radio broadcasting
3. To acquaint students with problems of management of a radio station and the social, economic and legal responsibilities of a broadcasting operation
4. To give students basic knowledge of electronics to enable them to pass the FCC test for licensing
5. To acquaint students with FCC rules and regulations

6. To develop in students journalistic writing skills

7. To develop in students radio reporting skills

8. To develop in students competencies in directing and planning program in radio broadcasting

9. To develop in students skills and knowledge in sales and promotion for understanding of how these factors increase radio listening audiences

10. Staff organization so that each student has a specific duty and responsibility

11. Exposure to practical live air production under instructor's supervision

Process

The radio station, WFGH 90.7, was completly staffed by high school students involved in the project. The station was sanctioned by the Federal Communication Commission (FCC) and maintained by the Wayne County Board of Education. Because students were considered employees, a payroll of grades was established. Many local agencies and groups, such as the city council, chamber of commerce, police and fire department, public library, and local churces, have encouraged and cooperated with students in doing stories on their activities.

Beyond classroom activities, current ongoing activities include daily radio programming (music, news, public affairs, etc.) and those outlined in the proposal such as:

—spot writing and production
—field trips
—visiting professionals
—expanded news reporting (interviews, documentaries, etc.)
—radio drama
—simple equipment repair and maintenance
—observing rules and regulations of FCC
—equipment operation
—promotion skills
—broadcast economics discussion and workshops
—play-by-play sportscast

Outcomes

Project personnel expected initial enthusiasm, followed by lessening interest—the reverse happened. Students are becoming more deeply interested and involved in the operation of the radio station, and many are now doing individual work. Initially, only a few students exhibited a "go-ahead" attitude by doing live on-the-air stories, etc. The majority of the students appeared to lack self-confidence, seemed afraid of offending the public or breaking a broadcasting rule, but now all are greatly improved.

The students are aware of and developing a respect for various groups in the community where, before, they seemed interested in relating only to peers. They are practicing oral reading and, if nothing else comes of the project, the director believes the students will have better speech and reading skills than would be the case otherwise and a better attitude toward others; i.e., listening to problems, concerning one's self, etc.

Project personnel have been contacted by several instate school districts and some from Kentucky, Ohio and Kansas about implementing a similar program in their districts. Some schools have sent students and advisors to view the project firsthand.

A 12-minute slide-tape presentation was developed on the project, as well as a number of folders and pamphlets, and a 30-minute television show for a Huntington TV station.

(Excerpted from *Overview of Career Education,* a Preliminary Report for the Development of a West Virginia State Plan for Career Education, by Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237, January, 1977, pp. 66-67.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Equipment Provision Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

10-12

KENTUCKY STUDENTS REPORT THE COUNTY VOTE

Circumstances

The students in Senior American Government Classes at Lee County High School, Lee County, Kentucky, were selected by News Election Service to report the presidential and congressional races in the precincts of Lee County.

Objectives

The News Election Service provided the objective, to obtain the Lee County voting results as quickly as possible, for this specific cooperative agreement. After a contract was drawn up by NES, the seniors read the provisions, signed the contracts, returned one copy to NES and kept one copy for themselves. Each of the county's 10 precincts was to be served by a committee of students.

Process

The students arrived at the various polling places at 5:45 a.m. on election day, and presented their credentials. Upon receipt of the needed figures, each committee made a collect call to the NES office in New York City to report the voting results in Lee County.

The Lee County seniors were proud that Kentucky was the first state to have its votes recorded on the major television networks. Naturally, they were very proud of the part they played in making that early report possible. They were paid $2.50 for each precinct they reported and since they reported 100% of the county's precincts, they received a 10% bonus.

Outcome

In addition to this experience in the democratic process, they enjoyed the process of deciding how they would spend their check for $27.50.

(Taken from "The Communicator," Vol. 2, No. 3, Jan.-Feb., 1977, The Kentucky Valley Educational Cooperative, Hazard, Kentucky. 41701.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media	Business & Industry Government Agencies		Work Experience	Attitudes & Values Economic Understanding Self Concept	

10-12

FLEXIBLE SCHEDULING PUTS STUDENTS ON THE JOB

Occupational Competency Through Inquiry
Shrewsbury High School
Shewsbury, Massachusetts 01545

Circumstances

"Occupational Competency Through Inquiry," was begun in 1974. The program originally served grades 9-10, but was changed last year to emphasize placement for juniors and seniors and an introductory format for sophomores. (Freshman career education is now directed under another program, "Shape.")

Objectives

The "Inquiry" program gives students an opportunity to earn money while practicing their occupational skills in their areas of interest.

Linkages/Participants

Area businesses and industries; counselors.

Process

Approximately 200 students participate in the program each year. Sophomores are involved with in-class decision-making, while juniors and seniors work in outside placements. The largest numbers of last year's participants were in the areas of Hotel/Motel Management, Dentistry, Manufacturing, and Retailing.

In addition to the flexible daytime scheduling of classes, counseling, and work experience, there is now an evening program in Occupational Competency which meets on Monday and Tuesday nights during the school year.

(Taken from "Occupational Competence Newsletter," Worcester Career Education Consortium, Worcester, MA 01608, Feb., 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Health Hospitality & Recreation Manufacturing Marketing & Distribution	Business & Industry	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	Part time

10-12

7-9

EXPLORATION DIRECTS STUDENTS TO VOCATIONAL EDUCATION

Wood County Junior and Senior High Schools
Wood County, West Virginia

Objectives

1. To increase student awareness of vocational education programs in Wood County secondary schools.

2. To increase student awareness and knowledge of occupations of their choice and provide them with an opportunity for "hands-on" experiences.

Process

Activities were planned so that each student would have the opportunity to explore a minimum of three work roles, learn basic skills essential to their careers and personal goals, be exposed to the rewards and shortcomings of the world of work, and have the opportunity of actual participation on some job situations with "hands-on" experiences in many occupations. In addition, the students would be aware of how many different occupations are available to them and how to apply for them.

The need for more career guidance in educational planning was surveyed by the Wood County Career Education Task Force with 9th and 12th grade students: 65 percent of the 9th graders and 55 percent of the 12th graders indicated the need for more assistance in making career plans.

Sixty seniors were selected by counselors at the high schools on the basis of interest. They were assigned to a minimum of three job exposures, from the list of 60 jobs at 50 available locations in Wood County which had been arranged with the local businesses and industries, for a minimum of one hour for five days per week during the second semester, no assignment lasting more than 6 weeks. Students, graded as pass-fail, received ½ credit toward high school graduation and performed their work assignments without pay. Participating businesses were asked to supervise and train students in work requirements and responsibilities with the following purposes: to permit students to learn basic skills in communications that are essential and relevant for the accomplishment of their career and personal goals; to gain a broad understanding of the world of work, its rewards and its problems, by learning what they can expect from it and what it will require of them; to give opportunities for learning by doing actual work; and to provide "hands-on" experience in various occupational fields offered at various work locations in Wood County. The Project Coordinator met every six weeks with the students and with job site supervisors to discuss the student and his progress in the program.

In addition to the 64 senior high students who participated in the Wood County Technical and Career Center's mini-course, junior high students took field trips to job locations and to vocational education classes.

Outcomes

1. Thirty-one junior high students did not consider vocational education before the field trips but did so after trips were taken, although five people considered taking vocational education before the field trips but did not after the trips.

2. While only 6.4 percent of the junior high students felt field trips would be important in career education in the pre-survey, 61.5 percent felt they were important after the trips.

3. Before field trips, 44.6 percent of junior high students surveyed considered taking a vocational course in high school, while 63.1 percent were considering vocational education after the trips.

4. Approximately 80 percent of the 9th grade class of Washington Junior High took study hall time to take the field trips and 72.9% of the students surveyed in the post survey felt the program assisted them in educational or career planning.

5. Of the 60 seniors who participated (7 dropped the program in April because of senior activities and track), there was little criticism other than they would have liked this course at the beginning of the school year so it could be worked into their schedules.

6. Of the 54 seniors who took the pre and post tests, 20 percent changed their minds about careers from the pre to the post. Most of these were "highly motivated" students and it was felt that this explained the lack of significant change in career goals.

7. Participating "employers" exhibited a "good attitude" toward the project, and most felt that early afternoon was the best time for them to work with the students.

8. Participating "employers" felt a four-week job experience, instead of six weeks, would be more beneficial as some jobs do not require six weeks to learn.

Evaluation

1. More time is needed to plan and implement the program particularly concerning communication with and information about employers.

2. The program should be offered in subsequent years.

(Excerpted from *Overview of Career Education,* a Preliminary Report for the Development of a West Virginia State Plan for Career Education, by Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237, January, 1977, pp. 68-69.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Manufacturing Marketing & Distribution	Business & Industry Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Self Concept	Part time

FIELD EXPERIENCE IN THE INTRODUCTION OF VOCATIONS

Pocahontas County High School
Pocahontas County, West Virginia

Circumstances

Because recent graduates from rural Pocahontas County High School who had left the vicinity for employment were unable to cope in more urban situations and working conditions, vocational teachers found their former students were returning home to possible unemployment or underemployment. It was felt that students needed a more realistic view of the situations they would face when they accepted employment outside of their rural environment, and also that potential dropouts need a realistic view of the world of work which they face prematurely.

Objectives

The following goals were developed to help alleviate the student occupational awareness void through providing field trip experiences for vocational students enrolled in the Introduction to Vocational Classes:

1. Assist in helping vocationally oriented students in decision-making processes involving educational and career plans.
2. Increase student understanding of different job roles.
3. Give students the opportunity to see, hear, feel, and smell the environment in which they may work if they choose the occupations observed.
4. Provide students with the opportunity to interview workers on the job.
5. Provide students with an awareness of policies and practices of various employers.

In addition, the project was to act as an operation model for providing data in the following areas:

1. Promote interaction for working together for career development of students through active participation of business/industrial employers, teachers, school administrators, community-civic organizations, parents and the students themselves. Collected data will provide evidence of the degree of involvement and awareness of student needs for career education.
2. Promote a means for reducing costs through utilization of volunteer people.
3. Promote personal growth of students involved and provide a means for compensating for the culturally deprived student's lack of exposure to opportunities for expanding his potential in career development.

Linkages/Participants

Area businesses and industries
The Greenbriar Hotel
National Radio Astronomy Observatory
West Virginia Career College
Fairmont State College
West Virginia University

Process

Students planned field trips and provided testimonials of their project experiences.

Two trips to local industries, one all-day trip to a neighboring county, and two overnight trips to larger urban areas were provided for 59 students, grades 9-12. At the National Radio Astronomy Observatory in Green Bank, students observed and talked with workers in plumbing, electrical, sheet metal, machine, painting, carpentry and welding shops and in drafting, data processing, and photography labs, as well as secretaries, bookkeepers, receptionists and switchboard operators. Several different businesses were visited in Marlinton, including the clothing industry and a trucking company. Semi-skilled jobs were investigated at a fence company, a shoe manufacturer and a bottling plant. On a trip to The Greenbriar, White Sulphur Springs, students observed the variety of occupations in the hotel-restaurant fields. On two overnight trips to Charleston and Morgantown, the students were exposed to a variety of careers, such as car dealership, police and fire departments, the office of the West Virginia Secretary of State, and they visited two large corporations where they spoke with a personnel manager and other management personnel in addition to touring a pharmaceutical house. At these locations the students observed assembly line operations and other jobs associated with the business or industry. Also on the tour were West Virginia Career College, at Fairmont State College, and West Virginia University to give the students a better concept of postsecondary institutions available in the state.

Outcomes

1. Students have a better understanding of many more jobs—the kind of work performed, machines and tools used, training required, working conditions and physical demands of each job.
2. Students have some knowledge of company policies and practices and what employers are looking for when they hire new employees.
3. Students are more aware of training programs available and the place a high school dropout might find with a company if he is hired.

(Excerpted from *Overview of Career Education,* a preliminary report for the development of a West Virginia State Plan for Career Education, by Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237, January, 1977, pp. 49-50.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Role Models	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	

9-12

A NATURAL RESOURCES MANAGEMENT FOR HIGH SCHOOL STUDENTS

George B. Lancaster, Instructor
Louisa County Occupational Center
Mineral, Virginia 23117

Circumstances

Louisa County is entirely rural except for a couple of small towns and villages. Approximately 70 percent of the land is woodland (nearly 233,000 acres). Six percent of all sales in the county are from forest products.

Objectives

Through surveys and observations over a number of years, the need for a class in forestry was established. There was a desire to explore the possibility of promoting outdoor recreation. A procedure for assisting students to find jobs was a priority.

Linkages

Virginia Employment Commission

Process

The Natural Resources Management Program at Louisa County High School began as a forestry class in 1971. Within three years the program was broadened to include Forestry, Soils, Water, Air, Wildlife and Recreation. With the help of the federal and state governments, a half dozen flood control lakes and watersheds have been constructed or are in the process of being developed to control water and soil erosion. More than 725 smaller, privately owned farm ponds have been constructed and are in use. Outdoor recreation is becoming a big thing.

There are approximately 30 acres of outdoor classroom on the school grounds and within a five to ten minute walk of the school building. These facilities first started being developed by Vocational Agriculture classes long before Forestry or Natural Resources Mangement became option courses. Several of these forestry plots were planted as early as 1952; however, most of the facilities have been developed within the past six years.

Outcomes

At the present time the school is working closely with the Job Bank in conjunction with the Virginia Employment Commission.The Job Bank lists special categories of jobs available in Forestry, Farming, Recreation, etc. Job Bank gives a description of the job, location, salaries, where to apply, and other pertinent information. Assistance for students desiring employment or even part-time jobs should be facilitated.

(Material from "A Natural Resources Management Program," by George B. Lancaster, *Agricultural Education*, Vol. 50, No. 4, October 1977, pp. 80-81.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Hospitality & Recreation	Business & Industry Community Groups Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full time Part time

10-12

PET INDUSTRY INVOLVEMENT IN OCCUPATIONAL EDUCATION

Frederick H. Miller
Board of Coop. Educational Services of Nassau County
Westbury, New York 11590

Circumstances

In 1969, the Nassau Board of Cooperative Educational Services (BOCES) initiated plans for a small animal care program, one of 60 occupational education programs offered to high school youth at five BOCES centers.

Objectives

1. Form an advisory committee to determine the need for a small animal care program.
2. Involve industry in reviewing plans and making recommendations.

Linkages/Participants

American Pet Products Manufacturing Association (APPMA)
Pet Industries Joint Advisory Council (PIJAC)
Advisory Councils in Nassau County
Advisory Council for the Animal Science Teachers of the Association of Teachers of Agriculture of New York
BOCES County Center in Westbury, New York

Process

An advisory committee was formed to help determine the need for the program, the design of the facilities, and the development of the program in time for the first class to start in September, 1970. The program was started with 49 students and one instructor. It was designed to give the students an entry into laboratory animal and veterinary assistant fields. The following year the program doubled in size and moved to new facilities with two instructors. The facilities included 12 animal rooms, an operating room, laboratory room, and an area for classroom instruction. The program continued to grow in number of students and was expanded to include a dog grooming and kennel area. The pet shop started in an area 90 feet by 40 feet which had about 12 20-gallon fish tanks and some small mammals and birds from the laboratory section.

In 1973, plans were made for acquiring a full line pet shop. The Advisory Committee made arrangements for the instructor of the pet shop area to speak to the executive board of the American Pet Products Manufacturing Association (APPMA) at one of their regular meetings. At this meeting, which was held in the early part of 1973, the instructor described the small animal care program and the general plans for developing the pet shop area. The APPMA executive board turned the information over to its educational committee and the Pet Industries Joint Advisory Council (PIJAC) for review and recommendations.

The instructor was contacted by the APPMA board to meet with them in the early spring of 1975. At this meeting they planned to set up complete pet shop facilities at the BOCES County Center in Westbury. The various manufacturers were given a list of the supplies needed and the material was donated and shipped to the center. The students at this BOCES center were given the task of setting up the shop. The pet shop students were to set up cinder-blocks and boards to hold the acquarium tanks along the walls for the tropical fish and reptile areas. The carpentry students built shelves for the mammals and bird cages, while the electrical and plumbing students ran the pipes for the air pump and electrical outlets for the aquarium lights and heaters. As the various supplies came in, they were set up and the pet shop developed rapidly.

Outcomes

It is not the aim of the industry to donate a full line pet shop to every school which hopes to offer a course in pet shop management. The program, as designed by BOCES and aided by the industry, is intended as a model for other programs to follow. Since Nassau BOCES had been offering the small animal care course with programs in veterinary assistance, laboratory animal and dog grooming, the extension of the course to include pet shop operation was a natural extension of the curriculum.

When the pet shop was set up completely, the APPMA board of directors held its business meeting in the classroom section of the pet shop so that the members could see and discuss first hand the progress of the program. During this meeting, the instructor of the program and the principal of the school were asked to discuss the program and current needs.

Since the success of any occupational program is measured by the employment of its graduates, the industry was informed of this need. As a result, the APPMA planned ways to help BOCES find employment for its graduates. The plans called for the manufacturers to spread the word to the rest of the industry and invite others in the field to tour the facilities with them. Arrangements were made for the four pet industry trade journals to carry placement advertisements for one year to help place the graduates of the program at no charge to the BOCES.

The pet industry recognizes the need for educational programs in vocational high schools and is doing something about it. In addition to working with the Nassau BOCES, many of the APPMA and PIJAC members serve on advisory councils in Nassau County and in other programs including the advisory council for the Animal Science teachers of the Association of Teachers of Agriculture of New York, and educational committees within their organizations.

Evaluation

Today, there are approximately 200 students enrolled in the program and facilities now include a full-line pet shop operation, along with four full-time instructors.

The pet industry is currently in the process of planning a course in Small Animal Science for the occupational teachers of New York State to update their skills in the field.

It is the aim of the pet industry to have a model which will be emulated by others in occupational education. By keeping involved in educational programs, the industry is protecting its future.

(Excerpted from "Pet Industry Involvement in Occupational Education, by Frederick H. Miller, *Agricultural Education,* Vol. 50, No. 5, November 1977, pp. 108-109.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Community Groups Government Agencies Postsecondary Education	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full time Part time

10-12

7-9

STUDENTS LEARN LATEST LOGGING TECHNIQUES

John W. Parsons
Foster Vocational Center
Farmington, Maine 04938

Circumstances

Logging operations are a principal endeavor in Franklin County, Maine, most of the year. Over 90 percent of the county is forested, providing the raw materials for the local wood-using industries. Today's techniques require men with numerous skills unknown to loggers of as little as 30 years of age. To develop the necessary skills, a program in forestry has been developed at the Foster Vocational Center.

Objectives

To train junior and high school students in Franklin County, Maine, with the latest techniques in logging operations. To develop a curriculum that devotes a major portion of time to practical application while making use of the winter months to train students in related essential business knowledges and techniques. To place a high priority on emphasizing safety.

Linkages

Maine State Forest Service
Bankers, equipment dealers, insurance men and others as speakers

Process

Students from Franklin County, Maine, as well as some of the towns adjacent to the county, attend the Center. Even though many students ride extra miles on school buses and have an extended school day, it is no deterrent and each year it is necessary to turn some applicants away. Class enrollment has been increased from 16 to 22 students in the junior and senior high school classes.

The forestry program is a two-year course. Schools operate on a seven period day schedule with the forestry class using three of these daily periods. Juniors meet in the morning session and seniors in the afternoon session. This type of scheduling allows specialized training in a chosen field, without disrupting the student's normal social and scholastic environment.

After a maximum of a week's preparation in the classroom, the junior class moves right into the woods. Their work is basically timber stand improvement revolving around pruning and thinning. The proper use and maintenance of chain saws is an integral part of their training. Students are carefully evaluated and the more capable individuals are used as crew bosses and instructors. This technique has worked effectively and is carried on throughout the two-year course. In addition to aiding the teacher, the students gain insights and experience in dealing with each other. During the winter period (January to April) much of the class activity returns to the classroom. The students take notes, have tests and quizzes, and view audio visual training aids. Material covered includes tree psychology; selected insects and diseases; forest products; interpretation and preparation of maps; forest measurements; and harvesting methods. Also during this period the State Forest Service provides personnel who train the class in forest fire control work. The training involves both classroom sessions and, later in the spring, an outdoor session. In mid-April the class returns to the woods to begin the harvesting operation.

Harvesting operations comprise the major portion of the senior class efforts. In order to have ample practice both clear cutting and selective cutting are practiced on selected sites. The students harvest large, mature trees of both the coniferous and deciduous types. They are taught to utilize each tree to its greatest potential value. Students are taught to use harvesting equipment carefully to avoid damaging the forest floor and the remaining trees. During the winter period (January to

April) the class spends one class period weekly in the classroom. At this time they consider the financial and business aspects of logging including: payroll deductions; income tax preparation; equipment financing; simple business records; and title and deeds.

Outcomes

As a result of emphasizing safety precautions the safety record has been excellent. Most of the field work is done on privately owned lots for the school has little wood land. Money earned is used to purchase new saws, supplies, and to slightly subsidize the boots purchased by the students. Classroom activities are supplemented with presentations by bankers, equipment dealers, insurance men and other business representatives interested in the program.

Evaluation

After eight years of operating, the program can be considered successful. At any one time, a survey of graduates shows between 30-40 percent active in the forestry or logging field. Public relations are good. In the state of Maine this type of program is increasing and is now being offered in about a dozen different schools. With the current national trend toward ecology and conservation, this program might well fit into many schools across the nation.

(Excerpted from "Let's Get the Wood Out!" by John W. Parsons, *Agricultural Education,* Volume 50, No. 4, October 1977, pp. 77-83.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Full time

10-12

WISCONSIN SCHOOLS AND THE JOB SERVICE TEAM UP TO PREPARE YOUTHS FOR WORK

Paul L. Speight
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Circumstances

For over a year, about a third of Wisconsin's high schools have been participating in an unusual team effort to better prepare students for their roles as employees—and in many cases place them in jobs.

Objectives

1. To develop an In-School Placement Project.
2. To promote the cooperation of the Vocational Studies Center of the University of Wisconsin, the state's department of public instruction, and the Wisconsin Job Service.
3. To bring counseling, career planning and job placement services to approximately 25,000 students in 140 schools.
4. To staff each school with a team of specialists including a guidance counselor, a vocational education coordinator, a Job Service placement specialist, and sometimes another teacher.

Linkages/Participants

Vocational Studies Center of the University of Wisconsin
The Wisconsin Department of Public Instruction
The Wisconsin Job Service
155 Wisconsin schools

Process

Funds for the project come from the federal government, including vocational education, U.S. Employment Service, Comprehensive Employment and Training Act Title III money, and from state and local educational funds.

The placement project is designed primarily to aid potential dropouts and the 53 percent of high school graduates who don't go on to college or vocational school. Phase one concentrates on job search preparation and helps students learn how to prepare resumes, complete job application forms and do well in a job interview. Career education is a second component, helping students learn how to be successful on the job and providing opportunities for part-time work experience. Students also get counseling, which includes labor market information geared to their own interests and abilities. Finally, efforts are made to place graduating seniors into full-time jobs. Openings are compiled from computerized Job Service listings and directly from employers. The media, employer contacts and mass mailings are used to publicize goals of the program and search out more job opportunities.

Outcomes

One advantage of the program is its flexibility. In larger schools, for example, the guidance/placement team is there all the time, whereas smaller schools often share a team. Each team works closely with a local advsiory committee made up of community groups, parents, students and school administrators. The committee offers advice on job placement, gaining community support and suiting school curriculums to local labor market needs.

Evaluation

A followup *Senior Survey* was re-administered to all seniors in participating schools. The survey indicated a 50 percent increase in the number of students who perceived school counselors as being helpful in making plans for the next year while the number of students perceiving Job Service as being valuable in finding a job more than doubled.

With the evident success of the project, the number of schools wishing to participate during the 1976-77 school year was greater than the resources available to accommodate them. However, during 1976-1977:

155	high schools participated
5	postsecondary vocational schools participated
19	out of 20 Job Service Districts participated
37	separate consortia of schools were formed to cooperate with Job Service offers
40	Job Service Specialists were assigned to provide year-round regularly scheduled services to high schools and vocational schools
225	school and Job Service personnel participated in in-service training
30,000	employability packets were distributed
35,000	students received career development and job seeking skill development assistance
20,000	placements were completed of which 25 percent were into CETA slots, 35 percent into part time jobs, and 40 percent into full-time employment in the private sector.

(Taken from "Wisconsin Schools and The Job Service Team Up to Prepare Youths for Work," *Manpower and Vocational Education Weekly,* September 22, 1977, p. 9.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Employment Information Program Planning Speakers Student Evaluation Work Study	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	Full time Part time

COMMUNITY RESOURCES AND JOB PLACEMENT

James R. Preston, Director
Department of Placement and Follow-up
Sarasota County Schools
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

The Sarasota County School System is committed to offering quality placement services to students who are completing their high school work. The philosophy of the system is that the educational program has a responsibility to the students to ease the transition from full-time student to full-time worker without spoon-feeding them.

Objectives

To develop responsible, self-directed individuals who have acquired the needed employability skills and who know how to make career decisions.

To identify about 25 to 30 percent of the students in each graduating class who need some kind of placement assistance.

To improve and expand the strategy of job development.

Linkages

Sarasota County and Venice Area Chambers of Commerce
Various businesses, associations, and agencies in the community including the newspaper and radio and television stations

Process

Placement and follow-up personnel conduct a Pre-Graduate Data Survey each March. At this time, the district placement and follow-up officer, along with each school's occupational specialist, conducts a pregraduation placement needs assessment. After a brief presentation, all students fill out a short survey form that gives them the opportunity to request placement assistance. One copy of the form is kept at the school; a duplicate is filed at a central district office for use in client evaluation at a later date.

The data gathered on the placement needs assessment is late in the school year when prospective jobs are available. Their primary use is to identify those needing job placement assistance. A follow-up needs assessment is conducted six months after graduation.

The first formal strategy is to arrange an initial career interest interview. It focuses on the student's interest and the amount of career information the student has.

At the same time school-based placement activities are taking place, a district-level coordinator and a full-time secretary are operating a system called job development for soon-to-be graduated high school seniors. Job development involves utilizing all available community resources. Serving as its foundation is the commitment of local business and industry to the principle of keeping one of its most important resources—recent high school graduates—in the community that provided them with their educational training and saleable skills.

The most successful centralized job development strategy is a referral system that operates during May and June of each year in cooperation with the Sarasota County and Venice Area Chambers of Commerce. Around April 15, the chamber newsletter carries an article, "Placement Program Begins," detailing the previous year's success, the ratings employers have given recent graduates concerning their performance on the job, and various reasons for hiring high school graduates. In the May issue of the chamber newsletter, a second article announces "Chamber to Participate in School-Based Job Placement Program." A flier printed on chamber stationery and signed by the chamber president and the placement and follow-up coordinator follows the May 1 newsletter and is delivered to 1800 members. A prepaid, preaddressed postcard is enclosed to be sent to chamber headquarters if the member's business has job openings. As these prospective job opening cards come into the chamber offices, they are forwarded to the centralized school board placement and follow-up office. The central district placement and follow-up office, staffed by a coordinator, a secretary, and a CETA job development specialist, help to coordinate the placement effort so that most employers receive only two initial calls per opening.

After receiving the necessary specifics from the employer, the occupational specialists begin matching clients with job openings. Students are interviewed a second time. If they are qualified and interested, they are given the opportunity to interview for employment openings. The occupational specilaists give the students information about making the most of a job interview and about getting and keeping the right job.

Following the job interview, the student reports to the school's occupational specialist for a status report and additional interviews or other assistance that may be needed. The placement staff also asks the employers to evaluate the applicant's interview. A continuous contact between the school-based occupational specialist and employers is maintained during May and June.

The referral program, a kind of cooperative activity between the chamber of commerce and the placement program, comes to a close near the end of June. Letters are sent to all chamber of commerce members who responded with the postcards, regardless of whether they actually had job openings or not, thanking them for their participation.

Radio, television, and newspapers are also used to support the job development and placement program. The various radio activities supporting student job placement include public service announcements, radio station editorials regarding students' employment needs, and commentary/dialogue programs regarding the school system's placement and follow-up program. Six different radio stations feature a "Student of the Day" for 45 consecutive days. Each day a different student—one who has a special need, ability, or interest—is highlighted.

Six to eight months after graduation, a graduate follow-up survey is used to identify students who are still unemployed. For them an in-depth program of personal assistance is provided.

317

Outcomes

Research has shown that the school-based placement and followup program has kept unemployment rates for recent high school graduates at a respectable 4-7 percent level. It has also proven to be cost-effective from the standpoint of utilizing community resources, products and services, that are free or of nominal cost to the local education agency.

In some cases, adult basic education is needed to help students gain the basic competencies needed for employment. Whatever the case, the client should not be left in limbo unable to progress towards a goal of dignity, self-respect, and self-sufficiency.

Evaluation

Performance evaluations through local employer follow-up studies have been positive. One recent study on Sarasota County School District high school studies shows that not only do recent graduates make good employees, but 97 percent of the responding businesses stated they would return to the school system to find additional employees.

(Excerpted from "Community Resources and Job Placement" by Jim Preston, *Florida Vocational Journal,* October 1977, pp. 19-12.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/Counseling Employment Information Student Evaluation	Exploration	Attitudes & Values Career Planning Decision Making	Full time Part time

10-12

TREE CARE SERVICE—BRANCHING OUT IN VOCATIONAL AGRICULTURE

Ray Morton
113 Broadmeadows
Columbus, Ohio 43214

Circumstances

The vocational agriculture department in Pleasanton, California, is teaching young men and women to climb, prune, and care for landscape trees, as part of a class in arboriculture, or tree care service. Graduates with a "B" grade or better are almost sure of a well-paying job. The course in arboriculture started in 1972.

Objectives

To train a class of 12-15 students in one semester of instruction how to climb, prune, and care for landscape trees.

Linkages

Davey Tree Expert, Inc., a nationwide tree service company
East Bay Regional Park System
City Governments of Livermore and Pleasanton
Livermore and Amador Valley High School

Process

The period of instruction covers 160 hours in 16 weeks. Class meetings are scheduled 2-3 afternoons each week, lasting 4-5 hours each session. Seventy-five percent of the time is given to laboratory experiences completed in the field. The remaining 25% is spent on related instruction. An abbreviated course outline follows:

	Unit of Instruction	% Time Allotted
1.	Introduction; occupational guidance and placement; administration	5
2.	Ropework	5
3.	Safety; principles and practices (included as part of other units)	15
4.	Climbing Techniques	5
5.	Pruning; principles, and practices	30
6.	Power equipment; principles, practices and field maintenance (chainsaws, aerial baskets, chipper, and hydraulic loopers)	20
7.	Advanced techniques; large limb removal; felling; topping	10
8.	Tree identification; disease identification and principles of control	7
9.	Field trips; guest speakers	3

Problems-Cautions

Safety hazards are always cause for concern. The instructors of this program state there has not been a serious accident in four years of operation. The reason for this successful record is due to the instructors' and students' constant awareness of the potential for serious accidents. Safety is a part of each lesson and practice session.

The following three questions should be considered before offering an arboriculture course.

1. Are there established tree service companies in your community to train you (the instructor), supplement your instruction with loans of personnel and expensive equipment, and hire your graduates?

2. Can your school district afford to support this program? Insurance is expensive and the approximate initial cost for minimum operation is $250 per student?

3. Can you devote time per week for two or three 4-5 hour class sessions? This class requires large blocks of time for travel, instruction, and practice.

Outcomes

Students receiving "A" or "B" grades are recommended for job placement. All students completing the course with a "C" or above receive a Certificate of Completion, including a list of instructional units and hours.

So far, every successful graduate seeking a job has been placed. Several graduates have gone into business for themselves, although this is discouraged. It is felt that graduates with entry-level competency need to work with experienced climbers a while to gain experience.

Evaluation

The partnership between business, public service agencies, and the local school districts was crucial in making this program work.

For those students that complete the course, the job market is good. Trained tree care workers are in short supply at the moment. The profession is high-paying, challenging and advancement is fairly rapid.

The best endorsement of this unique program has been given by graduates themselves. Many stated that the course was the first class (that they could remember) that emphasized immediate application of knowledge and skills to solve real-world problems.

(Excerpted from "Tree Care Service—Branching Out in Vocational Agriculture," by Ray Morton, *Agricultural Eduction*, Vol. 50, No. 4, October 1977, pp. 84-85.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies Secondary Education	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Self Concept	Full time

Chapter VIII

COMPREHENSIVE PROGRAMS

K–12

630 VOLUNTEERS SERVE MID-MICHIGAN WORK-EDUCATION COUNCIL

Mary A. Agria, Executive Director
Mid-Michigan Community Action Council Inc.
P. O. Box 102
Alma, Michigan 48801
(517) 463-6404

Circumstances

The Community Work-Education Council was formed to respond to the state mandate to implement career education for area youth, to structure and expand fragmented community-school interaction, and to support local economic growth.

Initially organized as the "Alma Community Action Council" in 1973, it was expanded in 1975 to include all six Gratiot County school districts and its name was changed to "Mid-Michigan Community Action Council" (MMCAC). It is a non-profit educational corporation made up of representatives from agriculture, business, education, government, industry and labor-working together to promote career education and economic growth in the Gratiot community.

Gratiot is a rural county with a population of 40,000 (students K-12, 10,875), and manufacturing, retail trades and education sectors comprise 80% of all jobs. In January 1976, the unemployment rate was 22.9%, median family income $8,891.00. Organized labor is growing in the area; about 50% of local plants are unionized.

Objectives

The overall objective of the program is to organize and deliver community volunteers as a resource for school use in career, economic, and other education programs. Activities designed to implement this objective are to increase the size and use of its volunteer network, assist in implementing infusion of career education concepts in the schools, develop materials and strategies to offset urban biases in career materials, explore possibilities of working with unemployed out-of-school youth and adults, to explore establishment of a comprehensive K-adult work-education program in cooperation with other community educational organizations, and to develop a prototype collaborative organizing and delivery mechanism that responds to certain rural conditions.

Process

The MMCAC organization consists of 2 permanent staff members and a volunteer network of over 630 adults from a wide range of occupations and places of employment all over the county.

The MMCAC offers programs for all grade levels (K-12). Programs include:

- Human Resource Pool Service to help teachers and counselors find speakers for in class and assembly programs to arrange tours of area businesses, plants and offices. Sample topics:
  - World of Work
  - Careers (what specific jobs are like, educational requirements)
  - Specific Business Issues: Economics
  - Employability Skills (employer tips on job applications, interviews, hunting for work)
  - Consumer Issues (home-buying and other how-to-purchase tips; advertising; shoplifting)
  - Local Government, Law Enforcement, Courts
  - Unions
  - Skills-in-Use (e.g., Why Study Math?)
- Career Exploration Programs. On a group and on a one-to-one basis on site in the community.
- Employability Skills Workshops. Tips from employers on filling out applications, writing resumes, looking for work; individual practice job interviews.
- Business-Student-Educator Dialogue Programs. Programs promoting understanding of business issues, particularly local problems.
- In-School Industry Program. Help from local volunteers in establishing student manufacturing firms and businesses in the classroom.
- Bicentennial Job Fair Program. A traveling careers bus dealing with the Gratiot economy, slide-sound shows on the world of work in Gratiot County and games and activities. Grades K-8.

To avail themselves of these services, teachers simply telephone the Council, specify the kind of program needed, when, the number of students involved and the grade level. Arrangements to meet requests are made in 7-10 days, depending on the type of program.

This broadly representative body, serving the entire county, has greatly expanded its programmatic activities in the last year and a half and these now include:

- production of a variety of media and other materials geared to the special needs of the county's rural youth.
- stimulating/planning for economic growth in the county.

- sponsoring Community Forums on career education, and unemployment/employment.
- sponsoring experience exchange programs between students and workers, and educators and workers.

Funding Sources

Past support has been received in the form of CETA monies for salaries; a small Michigan Office of Education grant for special program expenses, including media development; HUD monies; and an experimental U.S. Department of Labor grant.

A permanent local budget formula was developed to be shared equally between (1) the schools; (2) community, industry and other donations; and (3) the county government. Funds are obtained from cooperating school districts on a per capita basis. School and community contributions have been raised and the county has pledged its financial support. Department of Labor funding will be applied toward increased secretarial and staffing costs and toward expanded program development.

Problems

Ms. Agria sees some difficulty in only two areas: funding and the breaking down of traditional rivalries, hostilities and suspicions between schools and communities.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry	Career Guidance/ Counseling	Field Trips	Career Planning	Full Time
Business & Office	Labor	Curriculum Enrichment	Work Experience	Decision Making	Part Time
Construction	Community Groups	Employment Information	Exploration	Economic Understanding	
Health	Government Agencies	Speakers		Environment	
Manufacturing	Parents & Other Individuals	Tutorial			
Marketing & Distribution		Work Study			
Public Service		Equipment Provision			
Transportation		Hands-on Experiences			
		Career Day			

Sample 1

1977-1978
PROGRAM DESCRIPTIONS
MID-MICHIGAN COMMUNITY ACTION COUNCIL

HIGH SCHOOL AGE STUDENTS

Grades 9-12	Career Interest Survey, pinpointing first three job interest areas of all high school students. Computerized breakdowns available to counselors for planning.
9th Grade	JOB INFORMATION DAY, April, annually. Group tours to sites in various career cluster areas, such as agriculture, health & food, technical-industrial, business-retail, creative arts, social services, government, transportation.
10-11th Grade	CAREER EXCHANGE DAY, Fall, annually. Half-day, one-on-one on-the-job career exploration program.
12th Grade	I WANT TO WORK employability skills workshops: mock interviews & discussions with employers about job hunting techniques, resume critiques, application writing, text, videotapes, other materials, volunteer placement.
12th Grade	BUSINESS STUDENT DIALOGUE program. November, annually. One-day workshop for over 100 county students. Foster understanding of national economic system & the local economy.

ELEMENTARY & MIDDLE SCHOOL STUDENTS

Grades K-8	Volunteers to aid in in-school industry programs, WORLD OF WORK courses.
	Traveling BICENTENNIAL JOB FAIR with 2 classroom sound-slide programs on the World of Work in the county; accompanying self-guiding job fair display in converted school bus; text on economy of county (see attached outline), games.
	IN-SCHOOL INDUSTRY program. 10-hour curriculum in which students form company, make and sell product. Meets English, math, and/or science objectives depending on product manufactured. Suitable for upper elementary and middle school students.

ALL GRADE LEVELS

Human Resource Placement Service to supply in-classroom volunteers for career related programs, assemblies, tours, etc.

Media lending service including: EMPLOYABILITY SKILLS VIDEOTAPE (job hunting tips by local employers, good & bad interviewing), 60 minute total (30 on tips, 30 on interviews). ENTERPRISE, sound-filmstrip on 4 topics related to understanding economy (profits, economics of pollution, etc.). WORLD OF WORK IN GRATIOT COUNTY: one 15 minute and one 23 minute slide-sound show.

EDUCATOR-COMMUNITY PROGRAMS

Emphasis in 1977-1978 on revising SHARE-A-WORK-DAY teacher-volunteer exchanges to reach larger numbers of educators.

Sample 2

GRATIOT COUNTY BICENTENNIAL JOB FAIR

PROGRAM CONTENT

TYPE OF MATERIAL	INTENDED USE	LOGISTICS
JOB FAIR SLIDE SHOW, PART 1	15 minute program. Conveys kinds of business, industry and other work in the county. Shots of actual workers on site in plants, etc. Grades K-8. Includes interviews with local workers: why people work; why they chose their job, etc.	Kodak 140 slide carrousel & sound track on cassette tape (w. inaudible "beeps" to automatically advance slides). School needs carousel projector & tape machine (cassette) with "beeper" on loan from Gratiot-Isabella Inter. School Dist.
JOB FAIR SLIDE SHOW, PART 2	23 minute program. Conveys how jobs interrelate (e.g., how many different county workers are needed to make a loaf of bread); interviews with adults and students comparing attitudes toward school & work. Grades 3-8.	See above.
JOB FAIR BUS DISPLAYS	Shows products made in county, including various stages of construction. Also Auto-related industry, Oil-related, transportation, Service jobs, utilities, finance, business/retail, agriculture. Objects, pictures, texts on displays. Grades K-8.	Available for viewing in 66 passenger bus. Displays can be removed EASILY in 15-30 minutes for setting up in classroom. (Attached via cotter pins.)
JOB FAIR CENTRAL DISPLAY	Conveys history of work in county. Large product map of county with actual objects. Exhibits on tools & uniforms. Orient student to FAIR before viewing bus displays.	MUST be set up in classroom itself. Is not permanently mounted in bus. 6x3 ft. to fit standard table.
CLASSROOM TEACHERS' GUIDE & STUDENT MANUAL	To orient teachers to economy of Gratiot County. 15 page student text presents similar materials in simplified form (illustration). Grades K-8.	Sample guide & manual available through every elementary and middle school principal in the county. Teachers can get extra stencil copy of student manual on cost basis from MMCAC or can do their own.
CLASSROOM "PENCIL" GAMES & SUGGESTED ACTIVITIES*	Puzzles and other materials to reinforce student manual & overall FAIR content. Grades K-8.	Available through principals along with teachers' guide & student manual.

*Kits containing these materials have been donated to all schools, K-8.

Sample 2 – Continued

IN-SCHOOL INDUSTRY CURRICULUM OUTLINE & SUPPORT MATERIALS PACKET	Includes 10 hour lesson plan to help set up in-school industry in elementary or middle school. Teaches how industry works: communications & organizational skills, simple math.	Available on request from MMCAC.
JOB PYRAMID GAME	Grades K-8. Stand-up wooden framed game to teach how jobs interrelate.	On loan from MMCAC.
CAREERS–CAREERS GAME	Board/card game played like Concentration or Old Maid to teach association of common jobs with tools. K-8.	On loan from MMCAC.
PINBALL JOB SORTING GAME	Teaches how to sort job into PEOPLE, DATA, THING, or MIXED jobs using cartooned discs & wooden pinball machine.	On loan from MMCAC.
GRATIOT ECONOMY BOARD GAME	Marker/Dice game with penalties & bonuses to teach (1) various main stays of county economy; (2) pitfalls & possible advantages in various jobs; (3) how general disasters or good things affect all areas of the economy.	On loan from MMCAC.

Sample 3

MMCAC HUMAN RESOURCE POOL

The following kinds of employees or employers have participated in MMCAC programs to date, but the Council continues to bring still other occupations into the volunteer Network as the need arises. These volunteers (currently numbering approximately 630) are available for programs in all six Gratiot school districts.

AGRICULTURE

- Farming: cattle feeding, grain crops, beans, swine
- Producer of seed corn & other certified seeds
- Agricultural agent
- Grain & Bean elevator
- Banks: farm loans & Mortgages
- Production Credit
- Farm equipment sales & repair
- Mfg. seed cleaning equipment

BUSINESS & RETAIL

- Drycleaning
- Catalog retail
- Retail & wholesale Florist
- Electrical sales
- Jewelry retail
- Farm equipment, truck sales and service

BUSINESS & RETAIL (Cont.)

- Commercial printing, graphics
- Advertising sales & design
- Photographic studios & sales
- Tire sales & service
- Automobile retail & service
- Beauty shop owner
- Selling & decorating homes
- Fashion design
- Retail: hardware, clothing & shoes, cards & gifts, supermarkets, plumbing supplies, appliances, furniture, interior decor.
- Restaurant: chain fast food; family, catering, institutional foods.
- Golf Course management

Sample 3 – Continued

FINANCE

Insurance
Investments
Banking: collection & new accts., farm loans & mortgages, cashier, lending, administrative officers
Corporations (large): accounting department, credit department, billing department, accounts payable, general accounting
Corporations (smaller); CPA, bookkeeper, credit manager, consumer loans

GENERAL OFFICE

Secretarial & clerical
Switchboard, receptionist
Policy & customer contact
Key punch & data entry
Data processing, computers
Personnel directors
Various general managers
Court stenographer
Public relations

HEALTH & MEDICAL

Medical doctors
Chiropractor
Podiatry (foot doctor)
Osteopath
Orthodontist
Optician
Dental hygenist
Dentistry
Hospital management, maintenance
Dietitian
Public health
Nursing, Nurses aides; Registered & Practical Nurses
Emergency Patient Care
LPN supervisor
Medical technologist
Ambulance, paramedic
Lab Technician; Pharmacist
Retail pharmacist
Respiratory therapy
Occupational & Physical therapy
Teacher of mentally handicapped
Veterinarians

CLERGY & LAW

General law, commercial law
Prosecuting Attorney
Corporate law
Clergy—most denominations

SOCIAL SERVICE, GOVERNMENT, LAW ENFORCEMENT

Social Services Department
Social Workers (county, hospital, mental health, school)
Religious social worker
Mental health, substance abuse
Child abuse
Children's home
Probation officer
District & circuit court (judge, probation, other personnel)
City managers
Water Treatment Plant employees
Public Works (garage, park maintenance, streets)
Sewage Treatment
Housing Project director
County & City Industrial development
City Engineer
Community Services
Police & Fire
State Police
County Sheriff, clerk, reg. of deeds
County Road Commission
County Parks & Recreation
State Employment Security Comm.
Morticians
Postmaster
Commission on Aging
Private Security Guards (Retail & Industrial)
Home Economist

EDUCATION

Pre-school through college
Community Education & Recreation
Special Education

TECHNICAL, INDUSTRIAL

Architecture
Landscape Architecture
Biology, physics
Chemists, geologists
Engineers: civil, mechanical, chemical, electrical
Computer research
Utility & Telephone company personnel
Scrap Metal companies
Highway construction
Oil & Gas Exploration
Oil Refining
Automotive services (mechanics, fleet maintenance)
Corporation, institutional maintenance depart'ts
Plastics manufacturing
Machine tool & Die, machinist
Drafting
Welding
Commercial, home contruction & contracting

Sample 3 — Continued

TECHNICAL, INDUSTRIAL (Cont.)

Plumbing, electrical, carpentry
Forestry, conservation
Pre-fab homes
Shoe manufacturing

TRANSPORTATION & COMMUNICATIONS

Advertising bulletin publisher
Daily, weekly newspapers
Print Shops

TRANSPORTATION & COM. (Cont.)

Trucking Firms
Rail & Air transportation
Travel Bureaus
Bus lines
Radio & TV

OTHER

Animal shelter
Executive Housekeeping

Volunteers from these various fields have participated in workshops giving students individual job interview experience, insights into why people are hired. They have given classroom talks on their specific job and the general field of which that job is a part: including salaries, opportunities, training, advvantages & drawbacks. They have talked about consumer issues relating to their fields, as well as economic issues. They have taken students out on their jobs.

Some teachers survey their class interests: then regularly ask us to place speakers in the classroom—either talking about careers or how skills such as English, math are actually used in certain jobs. Others use volunteers for special "topical" panels (e.g., a lawyer, police officer & social worker talking about issues involving the law).

Sample 4

LOAN MATERIALS FOR TEACHERS

Available from: MID-MICHIGAN COMMUNITY ACTION COUNCIL
608 Wright Avenue (Box 102)
Alma, Michigan 48801

On loan at no charge either by writing MMCAC or phoning 463-6404.

ECONOMICS FOR YOUNG AMERICANS. U.S. Chamber of Commerce. Four 12-minute Filmstrip/cassette programs: (1) Business means Business (about Ecology); (2) Money Matters (inflation, Federal Reserve System); (3) The Promise of Productivity (productivity research & job creation); (4) Profits at Work (stockholding system, profits as stimulation to new business growth, profits and prices). Includes worksheets to help in teaching various units. Grades 9-12.

ENTERPRISE. National Federation of Independent Businesses. Boy starts own business in order to buy bike. Model of how economic system works. Filmstrip/cassette program. Grades 7-9.

ARE YOU A POTENTIAL CANDIDATE? League of Women Voters of U.S. Slide/cassette program (80-slide standard Kodak carousel needed). Profile of women in politics today (married, over 40, college degree, children grown), with reasons some women got into politics. Makes case for League membership to help make pop. aware of issues. Could show students what LWV does as well as interviews with prominent national women politicians.

Sample 4 – Continued

EMPLOYABILITY SKILLS UNIT. 40 minute locally produced videotape on job hunting. Also workshop program to teach job hunting skills through contact with actual employer volunteers from MMCAC (including individual mock interviews): suggested lesson plans.

VIDEOTAPE: Coproduced by MMCAC & Intermediate District. Filmed in color at WCMU-TV. Includes: (1) *20 min. of panel THE JOB HUNT: what employers look for when hiring.* (personnel managers from TOTAL, Gittlemans, Whitman Industries, Gratiot Community Hospital). (2) *20 min. of mock job interviews–THE JOB INTERVIEW: Conversations on Your Future*–with Bill Potter, personnel director, Alma Products. 2 good interviews (1 guy, 1 girl) 2 bad ones and 1 stress interview with abusive interviewer. Potter criticizes interview techniques.

(AVAILABLE BOTH THROUGH MMCAC & INTERMEDIATE SCHOOL DISTRICT.)

SAMPLE COUNTY JOB APPLICATIONS. Notebook of job application forms from local area employers.

IN CELEBRATION OF WORK: The World of Work in Gratiot County.

Job Fair Slide Show Part 1: 15 min. program. Conveys kinds of business, industry and other work in the county. Shots of actual workers on site in plants, etc. Grades K-8. Includes interviews with local workers: why people work; why they chose their job, etc. Kodak 140 slide carousel & sound track on cassette tape (with "beeper" to automatically advance slides).

Job Fair Slide Show Part 2: 23 min. program. Conveys how jobs interrelate (e.g., how many different county workers are needed to make a loaf of bread); interviews with adults and students comparing attitudes toward school & work. Grades 3-8.

7–10

JUNIOR HIGH STUDENTS EXPLORE COMMUNITY ACTIVITY

Note: The following material was taken from an abstract of the Parma Public Schools Career Development Program, which might serve as a model to districts initiating such programs. For a complete copy of the abstract, contact:

James S. Black, Director of Career Program
Parma City Schools
Royal Ridge Elementary School
7335 Ridge Road
Parma, Ohio 44129
(216) 842-8735

Circumstances

The Parma K-10 Career Development Program is an experience-based program integrated into the regular curriculum. Methodology includes on-site worker observations, work simulations, community resource persons and varied career oriented classroom activities. (The program is currently being initiated in the new attendance district of Parma Senior High School and services are being maintained at Valley Forge High School.)

Linkages/Participants

Approximately 500 resource people have made career education presentations at the school.

More than eighty area businesses and industries were hosts to more than 300 field experiences, chaperoned by over 870 persons.

A Career Education Advisory Board is made up of members of the community, civic groups, service clubs, and many individual parents, business leaders, ministers, members of organized labor and school administrators.

Objectives

Orientation, Grades 7-8

1. Students will "try out" real work tasks on a day-to-day basis and be given "hands-on" activities for implementing career instruction in an interdisciplinary curriculum setting.

2. Students will take field trips and will see, listen, discuss, and observe and will be able to talk with workers in real life situations assisted by resource persons.

3. Students will be exposed to a wide variety of occupational opportunities and careers through a planned guidance program which will include the use of instructional materials such as films, pamphlets, career kits, and tests, i.e., OVIS, as supportive materials. This program will deal with the students on an individual basis as well as various sized groups.

Exploration, Grades 9-10

1. Students will choose at least three career experiences for in-depth study chosen from the 15 USOE occupational clusters. The study will include the worker trait group and vocational taxonomy as viewed by the individual physical and mental preference.

2. Students will, through curriculum exposure, be able to state an occupational objective, listing the education and training required for attaining it.

3. Students will, after having participated in a planned guidance program (a minimum of 10 hours of direct field experience related to three or more occupational clusters of his choice), be able to choose course that will develop job entry level skills based upon his/her unique individual traits.

Process

In-school experiences have included student involvement with various types of instructional materials including books, filmstrips, tapes, and televised programs, as well as games and manipulatives. Hands-on experiences using equipment such as sewing machines, moto-shop, and looms have given students concrete experiences in completing tasks in sewing, weaving, woodworking, cooking, and assembly-line productions. Various grouping patterns for the various activities have given children a better understanding of the importance of working together and of the varying degrees of dependence, independence, and interdependence in personal relationships.

Students have expanded their knowledge of occupations and workers in the various clusters through a minimum of two career on-site field experiences into the community. The classroom and community became as one through the use of on-site color video tapes supplementing existing field experiences. Community resource people have continued to be involved in sharing hobbies, crafts, and career experiences with students in the classroom through closely integrating classroom and community experiences.

Field trips, resource persons, career audio-visual materials, and varied classroom activities assisted students in understanding themselves in terms of their values, interests, abilities, and accomplishments. Students from the career schools shared these interests, abilities, and accomplishments with the community during demonstration activities at the Parmatown Mall during Education on Parade Week in February.

Parent surveys were sent out along with the student surveys to each seventh and eighth grade student. More than half of the surveys were returned and utilized by the career education program to provide students with the opportunity to interact with workers in numerous careers, to expose them to role models, and to provide locally relevant career information. An additional benefit from this survey was an active list of parents interested in and supportive of the career program.

Outcomes

The Career Development Program successfully combines the efforts of students, teachers, administrators, parents, and community members to prepare students for living and working in society.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Hands-on Experiences Career Day	Field Trips Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	

Sample 1

15 USOE OCCUPATIONAL CLUSTERS

The following schedule shows the 15 USOE Occupational Clusters now used in progressive sequence for student participation in grades 7-8. Departmentalization of the curriculum occurs at this grade level with occupational clusters appropriately listed in each instructional area and the typical careers.

1.	Agri-Business & Natural Resources	Art & Science	Floral Designer Realtor	Farmer
		English	Advertisement Writer Secretary	Public Relations
		Home Ec.	Tailor Power Machine Operator	Pressor Dress Designer Food Processor
		Ind. Ed.	Equipment Repair	
		Math	Soil Analyst Engineer	Accountant
		Science	Soil Analyst Biologist Farmer Forester	Chemist Conservationist Nurseryman Veterinarian
2.	Business & Office Education	English	Secretary	Receptionist
		Ind. Ed.	Office Machines Repair	Technician

Sample 1 – Continued

	Math	Comptroller Computer Programmer	Statistician Bank Clerk
	Music	Merchandiser	Supplier
	Science	Research Asst.	Technician
	Typing	Secreatry Clerk Typist	Office Mgr.
3. Communications & Media	Art	Commercial Artist Photographer	Sign Painter Package Designer
	English	Copywriter Commercials Writer Announcers	Sales Telephone Operator
	Home Ec.	Fashion Artist Public Relations	Columnist Fashion Coordinator
	Ind. Ed.	Printer Radio & TV Technician	Photographer
	Math	Engineer Designer	Repairman Broadcasting Technician
	Science	Physicist Laboratory Worker	Technical Secretary
4. Consumer & Home-Making Related Occupations	English	Consumer Consultant	Writer
	Home Ec.	Dietician	Food Service
	Science	Research Worker	Product Designer Preserved Foods Quality Control
5. Construction	Ind. Ed.	Draftsman Electrician Bricklayer Heavy Machine Operator	Architect Plumber Structural Worker Cement Contractor
	Math	Payroll Clerk Architect	Surveyor
	Science	Engineer Geologist	Research New Materials
6. Environment	Ind. Ed.	Air Conditioning	
	Math	Ranger Forester Meteorologist	Engineer Chemical Technician

Sample 1 – Continued

	Science	Soil Conservationist Ecologist Nurseryman	Hydrologist Inspector Forest Ranger
7. Fine Arts & Humanities	Art	Portraits Pottery	Sculpture Stage Designer, etc.
	English	Drama Producer Translator	Writer Actor Lawyer
	Ind. Ed.	Metal Spinner Potterymaker Engraver	Jeweler Etching
8. Health Occupations	English	Technical Writer	Stenogrpher Nurse
	Ind. Ed.	Crafts Instructor	Therapy
	Math	Sanitary Serviceman Practical Nurse	Doctors Asst. Medical Technologist Optometrist
	Science	Physician Pharmacist Optometrist Veterinarian	Nurse Medical Technician Physical Therapist
9. Hospitality & Recreation	English	Travel Agent Hotel-Motel Manager Cook	Recreation Director Knitting Instructor Flight Attendant
	Ind. Ed.	Maintenance Man	Crafts Instructor Electrician Photographer
	Science	Residence Counselor	Forest Ranger Pool Manager
10. Manufacturing	Art	Industrial Designer	
	Home Ec.	Power Machine Operator Consultant Inspector	Pattern Layout Cloth Designer Textile Stylist
	Ind. Ed.	Machine Operator Model Builder Machinist	Maintenance Man Inspector Tool & Die Maker
	Math	Payroll Clerk Electroplater Methods Engineer	Stock Clerk Tool Designer
	Science	Consultant Instrument Maker	Research Lab. Worker

Sample 1 – Continued

11. Marine Science Occupations	Ind. Ed.	Welder Mechanic	Equipment Designer Marine Engineer
	Math	Marine Engineer Navigator	Ship Officer Biologist
	Science	Aquatic Biologist Zoologist	Fish Culturalist Ecologist
12. Marketing & Distributor Occupations	Art	Package Designer	
	English	Mail Clerk Secretaries, etc.	Advertising Department Stores
	Home Ec.	Restaurant Management	Cook Buyer
	Math	Stock Clerk Shipper	Clerk Accountant Computer Programmer
13. Personal Services	Home Ec.	Barber Teacher Maid Dry Cleaner Hospital Aide	Cosmetologist Demonstrator Model Flight Attendant Laundry Hotel-Motel Service
	Ind. Ed.	Home Serviceman Electrician	Plumber
14. Public Services	English	Telephone Operator Librarian Diplomat	Public Relations Telephone Solicitor Newspaper Reporter Switchboard Operators
	Home Ec.	Social Worker	Family Service
	Ind. Ed.	Lineman Civil Service	Sanitation Engineer Mechanic
	Math	Postal Clerk Social Worker Teacher	Gas Station Attendant Library Assistant FBI Agent
15. Transportation	English	Radio Telephone Operator	Dispatcher
	Home Ec.	Hostess	Food Service Dispatcher
	Ind. Ed.	Mechanic Sailor	Truck Driver Engineer
	Math	Dispatcher Merchant Marine	Computer Programmer
	Science	Aeronautical Engineer Navigator	Pilot

Sample 2

ARTICULATION OF ACTIVITIES & EXPERIENCES THROUGH 7 & 8

CAREER AREA	CAREER ORIENTATION
Agriculture Business & Horticulture	Pupils take part in Ecology Day and Career Day: they view films such as "Careers in Agriculture" and visit a nursery, grow flowers and vegetables in indoor classroom.
Business & Office Education	Students take typing, one minute timed-writing from "Timed Writings about Careers." Students try hands-on experiences on business machines, typewriters, adding machines, cash registers, duplicators.
Communication Media	The students develop an advertising skit which may be recorded on the portable TV in the English class. The student designs and makes a package for advertising in art class.
Consumer & Homemaking Related Occupations	The students attend several field trips to food industries, department stores, and a hospital. Classroom consultants from the clothing and various other industries will be used. Students engage in practical projects involving food preparation, sewing, health, and social services.
Construction	The student makes plans and constructs a model of a home including landscaping. The student, as a member of the class, engages in the development and construction of a tool shed with a gable roof to get the "feel" of hands-on activities.
Environment	Students will participate in two Ecology Days. The students will make a survey of the community concerning points of pollution and will make a written report showing how farming has altered the environment.
Fine Arts & Humanities	Students will complete at least one project in silk screening, Batik process, and clay modeling. Each student will sort and organize a group of objectives according to conconstant categories—gain experience in organizing; which is applicable to a file clerk. Each student will participate in a unit "Mini Theatrical Production" in relation to various skills required of the craft.
Health Occupations	The students will visit the Veterans Hospital where they will observe the various skills necessary to operate a hospital. As a part of their class work, they will have the opportunity to talk with such persons as psychiatrists, floor sweepers, technicians, nurses aides, specialists, and medical librarians.
Hospitality & Recreation	The students will select at least one or more representative occupations at Career Day time and pursue these in greater depth.
Manufacturing	The students will participate in two production projects in their industrial education class and will visit local companies manufacturing various products and be concerned with the design of such.
Marine Science Occupations	Students will view films in science class on oceanography, meteorology, and others. They will study an undersea exploration for petroleum. They will also study careers in oceanography using a salt water aquarium as the focal point, including visits to manufacturers of specialized underwater equipment.
Marketing & Distribution Occupations	The students will design and produce a package for sale. They will design a poster advertising one of the noon movies. They will take a field trip to a warehousing operation and discuss with workers their contribution to the total operation.
Personal Service	The students will be able to talk with a person engaged in the Personal Service area and gain insight into this area of work, and be able to make an in-depth study of this area.

Sample 3

USE OF EXISTING FACILITIES

Each junior high uses the laboratory facilties, as shown in the chart below, to provide orientation experiences for seventh and eighth graders.

INDUSTRIAL ED.	HOME EC.	SCIENCE	OTHER
Transportation Basic Electricity General Metals Woods Graphic Arts Photography Drafting Crafts	Clothing Construction Lab.	Chemistry Lab. (2) Earth Science Lab. (2) Biology Lab. Planetarium	Art Lab. Music Lab. Phys. Ed. Lab. Math Rooms English Rooms Social St. Rooms
	FACILITIES AVAILABLE IN COMPREHENSIVE HIGH SCH.		

Sample 4

USE OF COMMUNITY FACILITIES

A comprehensive file has been compiled in the career centers that includes information on classroom consultants, field trips sites, and other community related resources for scheduling student career experiences. This data has been verified through student and teacher evaluation.

The community has responded well to the need of the Career Program exemplified by the use of forty-five to eighty resource people during Career Days. This Day gives each student the opportunity to visit with five different practitioners in a classroom setting.

Sample 5

GUIDANCE ACTIVITIES

The guidance activities for grades seven, eight, and nine have been compiled in an extensive syllabus. The activities are designed to be used as working models that cover orientation, comprehensive testing, values, and decision-making, world of work, education and leisure activities.

The activities in the syllabus are implemented by having each of the major subject areas give up three days each of their classroom time. This allows the guidance counselors to participate in twelve hours of planned guidance activities. Special provisions are made when more time is needed.

Many hours of planning have gone into developing a Behavior Modification Program and Survey which will be shared with all junior high schools in the Parma School District.

Sample 6

TIME SCHEDULES

Using the existing facilities, the career team within each school will use a schedule similar to the example shown below to incorporate at least 270 hours per student for career orientation.

7-8 GRADE REPRESENTATIVE JUNIOR HIGH SCHOOL SCHEDULE

7TH GRADE

Monday through Friday	(1) English	(2) Math	(3) Social Studies	(4) Science	(5) Industrial Arts–Home Economics	(6) Art	(7) Music

8TH GRADE

Monday through Friday	(1) English	(2) Math	(3) Social Studies	(4) Science	(5) Industrial Arts–Home Economics	(6) Art	(7) Music	(8) Typing

Boys and girls together.

Sample 7

EXPLORATION

Community Involvement

Parent surveys were sent out along with student surveys to each ninth grade student. The surveys were utilized by the career education program to provide students with opportunity to interact with workers in numerous careers, to expose them to role models, and to provide locally relevant career information. An additional benefit from the survey was an active list of parents interested in and supportive of the career program.

The Career Education Advisory Board consisted of members from business, industry, and the community who discussed and planned program development of strategies to increase the effectiveness of the career education program. Parent and community involvement will be expanded to even a greater degree with the formation of a total career committee for research, development, dissemination, and planning.

The PRIDE evaluation committee for each component also included members of the community, business, and labor.

Other community involvement includes a Work-A-Teen Program and cooperation with the Ohio Bureau of Employment Services, that provides job opportunities for tenth grade students.

Program Description

Each student participates in at least three occupational areas for individual or small group exploration from the following:

1. Letters are mailed from the career office to each home requesting permission for the student to visit the work site of a parent, relation, or friend.
2. Students interview workers and can elect to visit a worker for one-half day or better.
3. Students, upon recommendation of the guidance counselor, may visit vocational laboratories:

INDUSTRIAL ED.	HOME EC.	SCIENCE	OTHER
Transportation Basic Electricity General Metals Woods Graphic Arts Photography Drafting Crafts	Clothing Construction Lab.	Chemistry Lab. (2) Earth Science Lab. (2) Biology Lab. Planetarium	Art Lab. Music Lab. Phys. Ed. Lab. Math Rooms English Rooms Social St. Rooms

4. Teachers and/or students initiate visitations based upon recognized interest demonstrated by the student to himself or the teacher.

Community Experiences

Students can be involved in a variety of community experiences related to their interests including, but not limited to, the following: Work-A-Teen Program, Candy Stripers, the Golden Age Center, the Cancer Home, Junior Achievement, and the Boy Scout Explorers Program.

Below are examples of community experience activities:

CAREER AREA	TYPICAL CAREER EXPLORATION COMMUNITY ACTIVITY
Agri-Business & Natural Resources	A student will visit a greenhouse to gain information that will enable him to grow plants from a cutting using commercial methods.
Business & Office Education	A student will volunteer to work in the office of "The Educator" (retired teacher living complex) for twenty hours. He will visit local businesses and actually get hands-on experiences.
Communication & Media	A student will study to pass his novice radio license using school equipment. He will visit multi-media centers at the central office and visit television and broadcasting studios at Normandy High School and WUAB and WSUM.
Construction	A student will be a member of a class that constructs a utility shed in shop class. He will visit local "on-site," home, commercial, and industrial sites.

Sample 7 – Continued

Environment	A student will operate the school weather station for a three week period, testing air for pollution. He will visit a local water plant and park system.
Fine Arts & Humanities	A student will design and apply a pattern to cloth using the Batik method. This material will be used to make scarves and dresses. He will visit local artists at work, commercial artists, and the Museum of Art.
Health Occupations	A student will volunteer his services to a home for the aged. He will visit nursing homes, hospitals, and day care centers.
Hospitality & Recreation	A student will volunteer his services to YMCA, YWCA, and visit parks, recreation centers, and retired teacher's centers.
Manufacturing	A student will be a member of a team that manufactures award ribbons for the intramural program at school. He will visit production work center, local small and large diversified manufacturing plants.
Marine Science Occupations	A student will develop a project that involves distillation of sea water for irrigation. He will visit marine suppliers and the local aquarium.
Marketing & Distribution Occupations	A student will take part in a Junior Achievement program. (Same 45 programs are available for hands-on experience.) He will hear a speaker from Marketing Research firm.
Personal Services	A student will become a salesman for various local charity projects. He will visit private local enterprises.
Public Service	A student will be a part of a project to help beautify the school.
Transportation	A student will study local transportation problems. He will plan a crosstown bussing line and schedule, visit a local RTA barn, visit local trucking firms, and talk to drivers and workers in each area.

Guidance Services

The goal of guidance is to assist students to participate meaningfully in their own career development and to assume responsibility for their personal choice of direction. Eighteen sessions and procedures for achievement have been organized. Each session includes recommended, as well as alternative, activities and original copies of teacher references, student unipacs, and other student materials.

This Career Exploration Course is divided into five units: The Introduction, Self-Assessment, Decision-Making, Career Investigation, and Educational Planning. The sequential arrangement of the Introduction, Self-Assessment, and Decision-Making lends itself to large group presentation, whereas, the Career Investigation and Educational Planning are designed for individual or small group activities.

Documentation

Exploration experiences are documented by monthly teacher reports, teacher request forms, teacher evaluation forms, and media specialists reports. Life Planning folders have been designed to be used at the junior high level in conjunction with guidance.

Time Schedules

a. According to established policy, the largest single block of time will be distributed among the various disciplines as developed in planning and writing sessions.

b. A minimum of 10 hours will be scheduled for regular and special testing programs including the OVIS, GATB, and others.

c. A smaller block of time will be set aside for orientation and review programs with students. Summary of Hours: Class related hours—270, Regular and special testing—10, and Orientation and review—10; Total Hours—290.

7–9

SUMMER WORK OBSERVATION PROGRAM HELPS JUNIOR HIGH STUDENTS

Judy Rae Kuhlman
Career Education Project
State Fair Community College

Circumstances

State Fair Community College is cooperating with the ten school districts listed below in a career education project. As part of the original federally funded project, a Summer Work Observation Program was developed to provide exploration and observation opportunities to junior high school students. This comprehensive program attempts to make the students aware of careers of all types (grouped in the fifteen clusters defined by the U.S. Office of Education) through three major activities: field trips, guest speakers, and the Summer Work Observation Program.

Objectives

The program is designed to allow students to experience work conditions in up to three occupational areas which they select themselves. The work, the observation and the exploration are all guidance activities directed at providing students with the ability to make informed career choices, to develop positive attitudes toward work and fellow workers, and to understand the relationship between education and work.

Linkages/Participants

Ten junior high schools from the following districts:

In Saline County:	Marshall Public Schools (deleted in 1977)
In Pettis County:	Sedalia School District No. 200 LaMonte R-IV Smithton R-VI Green Ridge R-VIII Hughesville R-V Sacred Heart (a parochial school system)
In Benton County:	Cole Camp R-I Lincoln R-II Warsaw R-IX
In Cooper County:	Otterville School District (added in 1977)

The following businesses and individuals:

Sedalia Area

B & J Gun Shop
Sedalia Police Department
Sedalia Drug
Bothwell Hospital
School of Beauty
Air Force Recruiter
Army Recruiter
Navy Recruiter
Marine Recruiter
G & G Veterinary
Rehmer Dairy
Ford Tractor
Jack Couts Running Quarter Horses
Verl's Amoco Service Station
Jim's Garden Center
Sedalia Fire Department
Howard Construction
Sedalia Post Office
Russell Bros. Clothing
State Fair Riding Academy
ADCO
Hurtt's Pharmacy
Sedalia Computer Service
Yeager's Cycle Sales & Service
Bill Greer Motors
The Sedalia Democrat
Homakers Furniture Co.
Don's Dive Shop
Hamm, Barnett, Crawford,
  Barnes & Fritz Law Firm
Beverly's House of Fine Foods
KMOS TV
Third National Bank
Don's Welding
Quality Body Shop
The Dog House
Coffman's Marina
Miss Diane Cordry, Jockey
Boonslick Regional Library
Sammons & Buller Architects
Archias Green House
Classic Studio
KSIS Radio Station
J & D Quarter Horses
Sho-Me Stables
Bob Johnson TV & Appliances
The Craft Shop
Consumers Market East
Farmers Insurance
Melita Day Care Center
Routszong Aviation
KDRO Radio Station
Sedalia School of Hairdressing
Bear Industries
Carpenters Local No. 1792
Sedalia Divers Incorporated
McDonald's
Quality Body Shop
Shirley Wagner Accounting Co.
Temple-Callison
Medallion Electric
Callis Stables
Sedalia Academy of Gymnastics and Dance
Town & Country Shoes
Fashion Designs
Virginia Flower Child Development Center

Marshall Area

McGinnis-Fieth Interior Design
Hansen Art Studio
Ault's Skelly
Banges
Lee Photography
Courts Lawn & Garden
Essers Jeselry
Gables
Harris & Reid
Home Lumber
House of Flowers
KMMO-KMFL
Kings Court
Marshall Chamber of Commerce
Marshall Police Department
Marshall Floral Company
McClure Law Office
Rose & Buckner
Russell Bros.
Vogue Styles
Western Auto
Yost Chevrolet
Keeharts
Clay Mead Furniture
Marshall City Offices

Hughesville Area

Martin Lumber
Hughesville Locker
T & O Phosphate

Knob Noster Area

Missouri Conservation Dept., Charles Jordon
Whiteman AFB, 351 SMU

LaMonte Area

Binghams Super Saver

Arrow Rock Area

Lyceum Theatre

Warsaw Area

Benton Co. Sheriff's Dept.
Stan's TV
Warsaw Vet Clinic
Reinhart Fajen
Brady Law Firm
Warsaw Sewing Center
Benton County Enterprise

Cole Camp Area

Viebrock's Welding
Cash U.S. Super
Luetjen Body Shop
MFA Elevator
DeLuxe Cafe
Williams Press
Citizens & Farmers Bank
Otten Truck Line
Eckhoff Clothing
Stelling Law Firm
Phylis's Beauty Shop
C-B Shop
W-K Garage
Dr. O.U. Riemenschnitter

Lincoln Area

MFA Implement
Rainbow Radio & TV
MFA Grocery
Farmers Bank

Kansas City Area

Richards-Gebaur AFB, 442 TAW
Chiefs Football Stadium
Patricia Stevens Model Agency
American Truckers, LTD.
Royals Baseball Stadium
TWA Breech Academy, Oakland Park, KS
Elite Gymnastic Club
Jay Truck Driving School

Educational Institutions

Marshall Public Schools, Marshall
Central Missouri State University,
  Warrensburg
Missouri Valley College, Marshall
Sedalia No. 200 School District
Smithton High School, Smithton
State Fair Community College, Sedalia
University of Missouri—Columbia
  Archaeology Research Center, Miami
  School of Veterinary Medicine
  College of Education

Process

Four groups surveyed area businesses and filed information cards to obtain observation sites:

1. the students in a graduate class, "Topics in Career Education," taught by Dr. James Navara at State Fair Community College through the University of Missouri at Columbia.
2. staff from the participating junior high schools who attended career education workshops.
3. three full-time Summer Work Observation Program coordinators.
4. and members of local civic and business organizations including the Kiwanis, Lions, and Optimist Clubs and the American Business Women's Association, who were contacted and informed of the program by the Career Education Staff.

The program purchased liability insurance through State Fair Community College for all participating businesses and students.

Outcomes

In the summer of 1974 more than 125 ninth grade students from eight of the participating schools observed career areas in which they had expressed interest.

In the summer of 1975, more than 2,000 eighth and ninth grade students were provided the opportunity to select three areas of career interest and to view an average of 2.25 work sites. There were over 550 actual observations in 1975.

Through state and local support the program was provided for students in the summer of 1977. Otterville School District was added in 1977. More than 550 ninth grade students were provided the opportunity to select three areas of career interest and given the chance to participate in an average of 2.6 observations. There were over 330 actual observations in 1977.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies Secondary Education Postsecondary Education	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Speakers	Field Trips Exploration	Attitudes & Values Career Planning Economic Understanding Environment	

Sample 1

COMMUNITY RESOURCE SURVEY

During the spring months of 1975, several area organizations were contacted and arrangements were made for the Exploration/Observation Specialist to attend one of their meetings and present a program on the Summer Work Observation Program. The objectives here were to promote continued community support for the project through information and to contact further community resource persons. Each individual that attended received a brochure explaining the program and received contact information for later replies. Numerous additions to the resource file were gained through these programs. The organizations attended included local American Business Women's Associations, Optimist Clubs, Lions Clubs and Kiwanis.

The following questions were asked of community resource individuals and filed according to the USOE fifteen cluster arrangement.

COMMUNITY RESOURCE SURVEY

Business ________________________ Telephone ____________

Address ____

Contact ____________________ Title ____________________

Guest Speaker? Yes ____ No ____ Grades ________

Field Trip? Yes ____ No ____ Grades ________ Group Size ____________

Observation Station? Yes ____ No ____

Career Cluster(s) ____________________________________

____

Surveyed by ____________________ Date ____________________

United States Office of Education Fifteen Cluster Arrangement:

Office Occupations
Marketing and Distribution Occupations
Consumer and Homemaking Occupations
Marine Science Occupations
Transportation Occupations
Agri-Business and Natural Resources Occupations
Construction Occupations
Manufacturing Occupations
Public Service Occupations
Health Occupations
Fine Arts and Humanities Occupations
Environmental Occupations
Communication and Media Occupations
Hospitality and Recreation Occupations
Personal Service Occupations

When a follow-up is made and a student is placed, a letter is sent to the resource individual explaining their role in the program. See Sample 2.

Sample 2

SUGGESTED GUIDELINES FOR RESOURCE PERSONS

The State Fair Career Education Project appreciates your cooperation and interest in the youth of this community. Only with the help of community businesses will this project be a worthwhile experience for students. We would remind you that the State Fair Community College has purchased liability insurance to cover these students while they are on the job.

If at any time, you have questions or problems concerning one of our participants, feel free to call SFCC at 826-7100, extension 48. We are ready to assist you.

We request that before the work observation period is over, you answer the following questions for the student. This need not be a lecture; often conversation is more lasting.

1. The job description for this occupation.
2. For a person to be better prepared for entry in this job, what could or should he or she study in school? Is any special training required?
3. Aptitudes and abilities needed for employment.
4. The physical requirements that are necessary for job entry.
5. Desirable personality characteristics.
6. The beginning pay in this occupation.
7. The employee's benefits in this occupation.
8. Opportunities for advancement.
9. The employment outlook for this occupation.
10. Geographical distribution for this occupation.
11. The number of different kinds of jobs in this business or industry. What are the related occupations?
12. How application is made for this occupation.

While working in a business environment, it is necessary that all federal regulations concerning Fair Labor Standards Act be complied with. The following article clarifies the role of the student as a participant in the Summer Work Observation Program.

EXEMPTION FROM THE FEDERAL FAIR LABOR STANDARDS ACT

The following is copied from a bulletin published by the U.S. Department of Labor, Wage and Hour Division, Washington, DC, concerning the Federal Fair Labor Standards Act.

> TRAINEES
> The Supreme Court has held that the words "suffer or permit to work," as used in the Act to define "employ," do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If *all* six of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

Sample 2 – Continued

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the grainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

The State Fair Community College Work Observation Program appears to comply fully with the above provisions.

Exploration/Observation Specialist
State Fair Community College

Sample 3

CONTACT PROCEDURE

In making contact with prospective observation site persons, the Summer Work Observation Coordinator should:

1. Introduce the concept of Career Education.
2. Introduce the Summer Work Observation Program to the employer, indicating the purpose of the program.
3. Explain the responsibilities of the supervisor.
4. Explain the responsibilities of the students.
5. Evaluate the facilities available in terms of appropriate exploration opportunities.
6. Discover whether all appropriate aspects of the job will be sampled rather than merely those activities which are routine.
7. Explain the liability insurance coverage.

A list of student and resource person responsibilities follows.

Sample 4

STUDENT'S RESPONSIBILITIES

1. Students are required to provide their own transportation to and from the site.
2. Students are to arrive on time and follow the regular hours of that occupation.
3. Students are expected to return all correspondence concerning their participation in the project.

Sample 5

SUPERVISING RESOURCE PERSON'S RESPONSIBILITIES

1. Resource persons are expected to give students a broad introduction/orientation to their occupation.
2. Resource persons are expected to report any problems with students during their observation.

Sample 6

COORDINATING CONTACTS

1. Group the visitations by geographical areas to save time when possible.
2. Keep a record of coordination visits, sites, participants, and persons instrumental in the student's observation.
3. Observe the students at the exploration site.
4. Let the employer feel that he is making a significant contribution to the education of these students.

Sample 7

COORDINATORS

Due to the fact that the project covers such a large geographical area and that the exploration/observation opportunities are offered to eighth and ninth grade students (a total of 2,176 students) from ten school districts, three full-time summer coordinators were hired. The area was divided according to location and population into the following areas.

One full-time summer coordinator from Warsaw to coordinate:

A.	Warsaw	181
B.	Lincoln	85
C.	Cole Camp	106
D.	Green Ridge	81
		435 students (approximately)

One full-time summer coordinator from Marshall to coordinate:

A.	Marshall	426
B.	Hughesville	75
C.	La Monte	65
		566 students (approximately)

One full-time coordinator hired in Sedalia to help coordinate: (This person would work with full-time Exploration/Observation Specialist, Judy Kuhlman.)

A.	Sedalia No. 200	936
B.	Sacred Heart	61
C.	Smithton	99
		1096 students (approximately)

In addition to this, a part-time secretary to help with mailing information and student tabulation that is necessary was hired.

Qualifications and considerations for Summer Work Observation Coordinators that were hired included:

1. Educational training
2. Educational experience
3. Community resource contacts

Each coordinator will keep a visitation log as seen on the following page. This will aid the coordinators in keeping records and information during the summer.

Sample 8

VISITATION SCHEDULE

Staff Member ____________________

DATE	BUSINESS OR INDUSTRY	MILEAGE	CONTACT PERSON	INFORMATION GATHERED AND OR STUDENTS VISITED

Sample 9

PROCEDURES

Student Survey

Contacts were made with all ten area schools to arrange for time to survey all eighth and ninth grade students. Scheduling was completed in March to survey the students during the first three weeks of April. The eight smaller schools were handled by surveying each class separately, working for a class size of not over 50 and preferably 30 students per session. The two larger schools were surveyed through a regular class that met all day and included all students in that grade.

The students were given a fifty minute orientation to the project including examples of how field trips, group observation, and individual site observations are handled.

A film on career education entitled "The World of Work" that provides information on various occupational clusters and their divisions was viewed and an explanation of the students' responsibilities concerning transportation and returning information cards was given. At this time, each student received a brochure explaining the Summer Work Observation Program and their responsibilities. They were asked to relay this information to their parents. While being briefed on the program, the students were asked to fill out Student Interest Survey cards. These covered basic information about the student for contact purposes during the summer and a ranked listing of the student's exploration career choices. (See Sample 10.)

Sample 10

SUMMER WORK OBSERVATION INTEREST FORM

SUMMER WORK OBSERVATION INTEREST FORM

Name ________________________________ **School** ____________________
(First) (Middle) (Last)

Home Address ____
(Street or Box) (City) (Zip Code)

Name of Parent or Guardian ____________________________________

Telephone Number ____________________ **Principal** ____________________

Do you plan on having a summer job this year? **Yes** _____ **No** _____

If you know the place, please list the name and address.

____

____

Sample 10 – Continued

In order of preference, list below those jobs you would like to visit.

1. ________________________________
2. ________________________________
3. ________________________________

All of these cards, alphabetized and separated by grade level, were placed in portable files according to the three geographic areas. Therefore, a coordinator has constant information available on the students in the schools they are working with.

Along with the portable files, a notebook was used to develop a cross section of each geographical area. A composite was made to show the area of interest according to the USOE fifteen cluster arrangement. The first, second, and third choices were color-coded under each student's name and phone number. These give each coordinator a quick idea of strong areas of interest where numerous sites will be needed.

They are also utilized as a log where the coordinators keep track of which students have been given an opportunity to attend observations.

Sample 11

STUDENT PLACEMENT

As an observation site is developed, the coordinator instructs the secretary to pull the card or cards of the students interested in that career exploration. The secretary then sends a form letter to the student with the blanks filled in appropriately for that observation. Mailing is done at least one week prior to an observation.

If this is a group observation on the site, at the college, or a field trip where more than one person from a particular school will be attending, a list of the other students being notified is added at the bottom of the form.

Sample 12 is a copy of the form letter sent.

Sample 12

FORM LETTER TO PARENTS AND STUDENTS REGARDING OBSERVATION

State Fair Community College
Sedalia, Missouri 65301

Summer 1975

Dear Parents and Student:

At the close of the school year, you were given information concerning the work observation component of the Career Education Project at State Fair Community College. As part of the junior high component, we will be using job observations and field trips to involve students in experiences with their tentative career choices.

On your student intent form, you indicated an interest in being a/an ________________ . We have a program ready for you. On ______________________, we have an observation for you at ___________________________________. You will be expected to provide your own transportation to this site and follow the hours as indicated by your supervisor. The number of days involved is indicated above. As you were informed during the orientation, you will not receive any form of payment for your participation.

We have purchased liability insurance to cover participants while they are on the site observing.

Enclosed you will find a card for your convenience. Please verify whether you will be able to participate in this area and return it to us as soon as possible.

We are working toward involving as many students as possible in three hands-on experiences. Your cooperation in this project is genuinely appreciated.

Feel free to call us if you have any questions at 826-7100, extension 48.

Sincerely,

Judy Rae Kuhlman
Exploration/Observation
Specialist

ma
Enclosure

Enclosed in each letter is a card for the students to return indicating whether they plan to attend the observation. This information is used to reach a total number for bus arrangements, room size, eating facilities, etc.

Sample 12 – Continued

A sample of the card follows. You will note it is self-addressed on the front and postage is paid.

Back of Card

1. **Yes, I will be able to attend the observation. ______**
2. **No, I will not be able to attend the observation. ______**
3. **I will not be able to attend this observation but would like to be rescheduled. ______**
4. **Other comments ______________________________**

____

Name ____________________ Observation ______________

Front of Card

First Class
Permit No. 289
Sedalia, MO 65301

BUSINESS REPLY MAIL
No Postage Stamp Necessary If Mailed in the United States

– Postage Will Be Paid By –

State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
Attention: Judy Kuhlman

Sample 13

FOLLOW-UP PROCEDURES–STUDENT EVALUATION

As the coordinators visit each site to check on the students' progress, the participant is given a follow-up card. The card is self-addressed and postage paid so a student may mail in the reply if there is not time available to fill it out while the coordinator is visiting. A record will be kept by each coordinator of their placements and returned follow-up cards. If the initial card is not returned, a second card will be sent explaining the need for receiving this information. If a response is not received, a telephone call will be made to complete the card. This procedure eliminates a follow-up in each school in September to compile data. From this information, a chart is compiled indicating how many students were contracted, participated, and changed some type of further plans after this experience.

A sample card used for an in-school survey of the eight school's ninth graders that were involved in the project last year follows.

Back of Card

NAME ______________________ **SCHOOL** ____________________

GRADE ______ **OBSERVATION SITE** ____________________________

OCCUPATION YOU OBSERVED ______________________________

How many days did you attend?

1 ____ **2** ____ **3** ____ **4** ____ **5** ____

Did you learn anything new from this experience? **Yes** ____ **No** ____

Did your experience with this occupation change your opinion of whether you would like to do this work? **Yes** ____ **No** ____

Was this your 1st ____ **2nd** ____ **or 3rd** ____ **choice for exploration?**

Front of Card

First Class
Permit No. 289
Sedalia, MO 65301

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

– Postage Will Be Paid By –

State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Attention: Judy Kuhlman

10–12

AREA VOCATIONAL CENTER SERVES STUDENTS IN RURAL ILLINOIS

Indian Valley Vocational Center
Lions Road
Sandwich, Illinois 60548
(815) 786-3761

Circumstances

Indian Valley Vocational Center is a fairly typical area facility that serves twelve local school districts. The districts themselves also typify many rural situations. For example, one of the twelve districts is Somonauk, which is characterized by the following representative statistics:

1. no cities of 25,000 population or more located in county,
2. 25 miles to the nearest city of 25,000 or more,
3. community population of 1,200,
4. agriculture is the predominant industry of the region, and
5. employment opportunities for high school graduates within community distance are locally assessed as "good."

Somonauk, along with eleven other adjacent school districts, realized that more vocational programs were needed by the students than any one of the twelve could offer alone. Together they were able to establish a vocational center that offers a full program of vocational courses.

Objectives

The Center provides courses of study designed to prepare students for specific job entry level occupations in chosen career fields. The Center administration and staff assist students in reaching decisions concerning their vocational goals.

Linkages/Participants

The twelve participating school districts are:

Paw Paw
Earlville
Shabbona
Yorkville
Waterman
Hinckley-Big Rock
Plano
Leland
Newark
Screna
Sandwich
Somonauk

Process

ADMISSION—HOW TO APPLY

1. Contact your guidance counselor

   He/She:

   A. Can supply you with additional information about available career opportunities.

   B. Will help you interpret your qualifications.

   C. Will furnish you with an application.

2. Complete the application.

3. Return the application to your guidance counselor.

ATTENDANCE

Each student must be enrolled in their home high school prior to being admitted to the Vocational Center.

DAILY SCHEDULE

Students will spend part of each school day at the Vocational Center pursuing their chosen vocational program. The remainder of the day will be spent at their home high school pursuing their academic subjects.

CREDIT—CERTIFICATE—DIPLOMA

The student's local high school will award the credits for courses successfully completed at the Vocational Center. Two credits will be given for each year of successfully completed course work at the Center. A vocational certificate will be awarded to students successfully completing a vocational program. The student's home high school will grant a diploma when the student has completed his home high school's graduation requirements.

TRANSPORTATION

All high school students will be transported to and from the Vocational Center by school bus. The use of private automobile will be restricted to certain exceptional cases as agreed upon by the director of the Vocational Center and the principal of the home high school.

COST

There is no direct cost to the student except for take-home projects and tool deposits.

JOB PLACEMENT

Upon completion of the program, with the recommendation of the instructor, and an expressed desire to enter the world of work, the Vocational Center staff will assist the student in job placement.

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POST HIGH SCHOOL EDUCATION

Various technical schools and colleges are available to students that wish to pursue advanced training after completion of the program at the Center and graduation from high school.

COURSES

Auto Body Repair

This course provides training in refinishing motor vehicle bodies, including realignment of the chassis, reconstruction of components and repainting to restore vehicles to their original condition. Training in the use of special alignment machines is also included. Graduates usually start as helpers, but with additional experience can qualify as body repairmen.

Power and Transportation

This is a one year introductory course that preceeds the second year study in Automotive Mechanic, Aerospace/Aviation, and Agriculture Machine Occupations. Classroom and "hands on" training will be conducted on automobile, light aircraft and diesel engines. This course is only open to juniors.

Automotive Mechanics

The learning experiences are concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process of automobiles. This course is open to seniors only.

Aerospace/Aviation

The classroom and shop experiences are concerned with the inspection, repair, servicing, and overhauling of airplane parts including engines, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Learning the use of technical manuals and various kinds of testing equipment is also emphasized. This course is open to seniors only.

Agriculture Machine Occupations

This course is a combination of subject matter and experiences designed to develop in pupils the abilities to (1) recognize and identify the fundamental principles of selection, operation, service maintenance, repair, and safety in agricultural power—engines, electricity, and hydraulics and (2) plan, service, assemble, adjust, operate, and repair farm machinery. Special emphasis will be placed on hydraulics and diesel. This course is open to seniors only.

Building Trades

The building trades course is designed to teach marketable construction skills. The practical aspects of training are accomplished by constructing a home and remodeling existing stuructures. The student receives instruction and experience in house layout, concrete work, masonry, house framing, roofing, finish carpentry, drywall application, painting, floor covering and other related areas. Emphasized in instruction are the care and use of hand and power tools, equipment, and materials; and drafting, blueprint reading, applied mathematics, and material estimating.

Machine Trades

Specialized classroom and shop experiences are concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized are: work on the bench and on lathes, shapers, milling machines, grinders, and drills.

Welding

Specialized classroom and shop experiences are concerned with all types of metal welding, brazing, and frame cutting. Instruction emphasizes properties of metals, blueprint reading, electrical principles, welding symbols, and mechanical drawing.

Printing (Graphic Arts)

This course involves class and laboratory work in printing with emphasis on offset, photography, platemaking, press work and binding operations.

Residential and Industrial Wiring

Classroom and shop experiences are concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is provided in the reading, interpretation, and industrial wiring based on controlling electrical codes.

Electronics

The course teaches the student the functions of how electricity performs in a circuit, how to trouble shoot and repair electronic circuits and how to build their own electronic devices and use electronic test equipment. Students also repair and build their own electronic projects.

Drafting

The drafting program is designed to provide preparation for entry into drafting or a related occupation.

Both engineering and architectural drafting will be offered with the student specializing in the area of his choice.

Health Occupations

This course will emphasize pre-nursing and related occupation skills through classroom and practical experience. Basic hospital skills are learned as well as body structure and function, nutrition, basic microbiology, etc. Six weeks of clinical experience will be given in the various departments of a hospital.

Food Service and Preparation

This course will provide experiences in a wide variety of occupations available in the commercial foods and hospitality industry. This may be either a one or two year program with the first year stressing the techniques of preparing and serving food, and health and sanitation. For those students interested in working as hosts and hostesses, cooking assistants, cashiers, or waiters and waitresses, one year may be sufficient. The second year program at the Center will include advanced food preparation and manager skills and techniques.

Production Sewing and Textile Fabrication

The classroom and laboratory experiences are concerned with all aspects of the fabrication of textiles and kindred materials. Instruction emphasizes the fabrication and repair of garments constructed of cotton, wool, synthetic fibers, or fur; white goods, such as sheets and pillowcases; and furnishings, such as slipcovers, drapes, and curtains.

Business Education

This course is designed for practical application of previously learned skills and knowledge while acquiring new skills and knowledge in a simulated office environment. Students will gain experience in the areas of: receptionist, clerical, duplicating, private secretary, transcribing, addressing and mailing, business machines, data processing, stenography, and accounting.

Marketing and Management

The course will include the study of advertising, sales skills, business procedures, projects and activities related to experiences expected and realized on the job. These experiences should prepare the student for job entry level positions in the field of business, marketing and mangement occupations.

Child Care Attendant

This course includes preparation through classroom work and actual training at the Center with preschool children, for various kinds of employment related to the child care centers and young children, e.g., assisting directors of child care day centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers, and transportation terminals.

Ornamental Horticulture and Landscaping

The student will study organized subject matter which is concerned with principles and practices involved in field or greenhouse production of flowers and the arrangement of such flowers for ornamental purposes. Also studied will be subject matter which is concerned with the principles and practices involved in locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of grounds.

Human Resources—Individualized Development

A work sample test will be administered at the Center to all incoming handicapped students and laboratory work will be given at various work stations in the Human Resource shop. After their talents and needs are assessed, a determination will be made for placement in one of the Center's programs. If, after reasonable exposure to an occupational program, the student is unable to benefit from the training, he will return to the Human Resources—Individualized Development laboratory for further skill, educational and social reinforcement before assignment to a different occupational program, cooperative training or The Open Door Sheltered Workshop for training in a sheltered work environment.

OPPORTUNITIES

The successful completion of most of these recommended curriculum may prepare the student for any or all of the following avenues of entry into the adult world of work:

1. Admission to most colleges and universities
2. Very high eligibility toward a trade apprenticeship in industry
3. Very high eligibility toward a technician's rating in the Armed Services
4. Successful job entry level employment in a skilled occupation in business or industry
5. Admission to most junior colleges in the State of Illinois
6. Admission to a private business, trade or technical school
7. Admission to a sheltered work environment

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Health Manufacturing Marketing & Distribution Personal Services	Business & Industry Labor Government Agencies Postsecondary Education	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Hands-on Experiences Role Models	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	Full Time

9–12

"JOB FAIR" DRAWS STATEWIDE REPRESENTATIVES

Dennis Thomsen, Guidance Counselor
Sumner High School
Sumner, Iowa 50674
(515) 224-3341

Circumstances

Each year the Student Council has helped coordinate a special "Issue Day" or "Mini Course Day." This year the council was slow in establishing aprogram so the guidance counselor suggested the school host a Job Fair which would involve employers from the local area, as well as school and college representatives.

Objectives

The purpose of "Job Fair" was to help acquaint the student body (grades 9-12), with some of the many career opportunities and options available to them, by giving them a chance to visit directly with employers and school/college representatives. The "Job Fair" was conducted in much the same manner as a College Day or College Night except that many potential employers from the surrounding area were also on hand. Businesses and colleges sent representatives to participate. The only cost to the school was postage for mailing invitations.

Linkages/Participants

Thirty businesses and schools from around the state (see Sample 3).

Outcomes

Student reaction to the Job Fair was enthusiastic. Survey results showed they would like to be scheduled on a yearly basis with more occupations represented. Businesses and colleges indicated more programs like this should be held at other schools. See letter of invitation, rationale ("Career Planning"), list of participants, and program schedule on the following pages.

Problems

The only problem posed by our Job Fair was a complaint from some faculty members that the event was too unstructured and students had too much freedom, although students did not misbehave and there were no incidents. Also, a small percentage of students viewed the "Job Fair" as an opportunity to skip school.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Construction Environmental Control Health Manufacturing Marketing & Distribution Public Service	Business & Industry Labor Government Agencies Postsecondary Education	Advisory & Consulting Employment Information Speakers Career Day		Career Planning	

Sample 1

LETTER OF INVITATION TO PARTICIPATE IN JOB FAIR

Dear ________________

The Sumner High School Student Council is planning a "Job Fair" for the afternoon of March 30, 1977, and would appreciate it if you would help make it possible for your ______________________ to be represented.

We are hoping to have representatives of 25-30 northeast Iowa businesses, companies, the armed forces, vocational-technical schools, colleges and universities available from 12:30-3:30 to talk to interested students.

The purpose of our "Job Fair" is to help acquaint our student body with the career opportunities and options available to them. By becoming more knowledgeable of the career educational programs and employment possibilities, we hope to expand our student's career awareness. The site of this "Job Fair" will be the Sumner High School gymnasium and student center. The various representatives will be assigned areas in the gym, student center and some classrooms where they may display information and visit with students. Our entire student body will participate.

We are looking forward to hearing your response to our invitation and are hoping you will be able to reserve the afternoon of March 30 for a public service visit to Sumner High School. We need your help for a successful "Job Fair." If you have questions about this request, please call me at (515) 224-3341.

Sincerely yours,

Dennis Thomsen
Guidance Counselor/Council Advisor
Sumner High School
Sumner, Iowa 50674

- -

To: Dennis Thomsen
Guidance Counselor
Sumner High School
Sumner, Iowa 50674

______ We will be able to participate in your Job Fair. Our representative will be available from 12:30-3:30.

______ Sorry, but we won't be able to participate.

Signed ______________________________

Organization __________________________

Sample 2

GUIDELINES FOR REPRESENTATIVES

GUIDANCE OFFICE
SUMNER HIGH SCHOOL

CAREER PLANNING

One of the most important decisions a person has to make in his life is his choice of a life's work. Basically, we all must have a job in order to earn money that will provide the necessities of life for us and our families. Also important is the personal satisfaction that one can gain from having a career that is enjoyable and suited to his abilities and interests. Careful planning and preparation are necessary as one prepares to take his place in the world of work.

Students Planning to Attend College, Vocational/Technical School, Community College

No one would think of purchasing a car sight unseen, or of taking a gamble of selecting their spouse (wife or husband) via a blind date. So why gamble when it comes to selecting a college. There are more than 2,000 colleges and universities in the United States today, each of them unique and each with what seems a different personality. Choosing a college and be difficult and your selection of a college will depend largely on the number of criteria you employ in narrowing down your choice of schools. It is hoped the following list will aid you in making a somewhat systematic evaluation of the schools and colleges you are considering. Remember, before ever making a choice of schools, it would be wise to personally visit the campus.

Questions for school representatives and admissions counselors

1. Is your school a private or state supported institution?
2. What is the student body like?
3. What sort of reputation does your school have?
4. Where is the school located? (How far do I want to go from home?)
5. What is the community like? (Size of town, etc.)
6. Does the college offer an adequate program in the specific field in which you are interested?
7. Is the program in which I'm interested in recognized by various accrediting agencies?
8. What are the graduation requirements?
9. What is the yearly tuition at the school?
10. How much will room and board cost?
11. What are the dormitories like and how old are they?
12. What are the entrance requirements?
13. Do I need any admissions tests to be accepted?
14. What is the application procedure? Are there deadlines? When should I apply?
15. What is the total estimated cost to attend your school, including room and board?
16. What kind of financial aid and schorships are available at your school and how does one qualify for them?
17. Are there any part-time employment opportunities available?
18. What percent of your students receive financial aid?
19. Are students permitted to have automobiles?
20. What are the dining facilities like?
21. How many students are housed in each room in the dorms?
22. Does the school permit students to pay tuition in installments and are loan services provided?
23. Is there a guidance center with qualified personnel to aid students with problems?
24. Where do students study? Are areas provided?
25. Does the school operate a job placement center?
26. What percent of the graduates are placed each year?
27. What is the social life at the school?
28. What type of recreational facilities are available?
29. What kind of fraternaties and sororities are available?
30. Is the school's social life expensive?
31. What are the schools physical education requirements, English requirements, science and math requirements?

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Sample 2 – Continued

32. What high school subjects should I be taking if I'm planning to go into ___________ field or area?
33. What is the student-teacher ratio?
34. In what intercollegiate athletics does the college participate?
35. How extensive an intramural program is there?

Questions for representatives of businesses, companies, the military services

1. Do you or would you hire people with less than a high school education?
2. What different types of jobs are available in your business?
3. What chance does a high school graduate have of getting a position with your company?
4. Do most of the positions within your company require special training?
5. Does your company provide on the job training or special schooling for employees?
6. Where would you recommend a person get necessary training for a position with your company or a similar company?
7. What kind of fringe benefits can employees expect? (hospital-dental, vacation, sick leave, overtime, etc.)
8. When is the best time to apply?
9. What is the average wage of employees?
10. What are the opportunities for advancement?
11. Are there any opportunities in your organization for people with a college degree?
12. What high school subjects would be helpful for someone hoping to get employment with this type of organization?
13. What opportunities are there for women?
14. Are women and men on the same salary schedule?
15. What are some of the advantages of this particular occupation? Some of the disadvantages?
16. What do people in this occupation do (what is the daily routine like)?

Sample 3

JOB FAIR PARTICIPATING SCHOOLS & BUSINESSES

Businesses & Companies

1. Butler County Rural Electric Cooperative, Allison, Iowa
2. Farmers Butter & Dairy Cooperative, Fredericksburg, Iowa
3. Koehring Bantam Division, Waverly, Iowa
4. Iowa Conservation Commission, Waverly Office
5. People Natural Gas, Sumner, Iowa
6. John Deere Tractor Works, Waterloo, Iowa
7. Larry & Lavern Lampe Masonry Contractors, Inc., Sumner, Iowa
8. Iowa Highway Patrol, Hampton, Iowa
9. U.S. Navy Recruiter, Waterloo, Iowa
10. U.S. Army Recruiter, Waterloo, Iowa
11. U.S. Marines Recruiter, Waterloo, Iowa
12. U.S. Air Force Recruiter, Waterloo, Iowa
13. U.S. Army Reserve, 404th Signal Co., Waterloo, Iowa
14. First National Bank, Sumner, Iowa
15. Sumner Hospital/Hillcrest Nursing Home, Sumner, Iowa
16. DeHaven & Kroeger Implement Inc., Sumner, Iowa

Colleges and Universities (4-years)

1. University of Northern Iowa, Cedar Falls, Iowa
2. Wartburg College, Waverly, Iowa
3. University of Dubuque, Dubuque, Iowa
4. Upper Iowa University, Fayette, Iowa
5. Luther College, Decorah, Iowa

Sample 3 – Continued

Community Colleges and Vocational/Technical Schools (2 years or less)

1. Area Vocational-Technical School, Calmar, Iowa
2. Hawkeye Institute of Technology
3. North Iowa Area Community College, Mason City, Iowa
4. Ellsworth Community College, Iowa Falls, Iowa
5. Waldorf College, Forest City, Iowa
6. Hamilton Business College, Mason City, Iowa
7. Spencer School of Business, Spencer, Iowa
8. Allen Memorial Hospital Lutheran School of Nursing, Waterloo, Iowa
9. Young School of Beauty (Cosmetology), Waterloo, Iowa

Sample 4

1977 JOB FAIR PROGRAM

In the past you've had Mini-Course Day, Issues Day, and World of Work Day. This year the Sumner High School Student Council is bringing you a little different day–"JOB FAIR 77."

What is this JOB FAIR? Chances are you won't get a job just by participating in this afternoon program, but you may come away with some new ideas about the opportunities available to you. If you are like most people, you are concerned about your future. Today you will have the chance to do something about planning for your future. Representatives of some 30 Northeast Iowa businesses and schools have made themselves available to answer your questions and provide you with information.

The Student Council *Challenges YOU* to make this afternoon worthwhile and profitable! Unlike other issues days you have no schedule to follow. After an opening address in the auditorium, you will be free to talk to the representatives of your choice. Now is your chance to plan ahead. Find out what the admissions requirements are for a particular college or see if a particular training program leads to a real job. Find out what the chances are of working for Deere's, if the military has a need for mechanics, or what kind of opportunities await you in the banking world.

12:41–1:00	in Auditorium	Jack Fistler, Wartburg College . . . What Next?
1:00–3:15	in Student Center and Gymnasium	Job Fair, See Listing of Representatives and Questions on Attached Page
1:00–3:15	in Rooms 122 and 124	Films on Careers and Opportunities**
3:15–3:41	in Auditorium	Sumner High School award winning Jazz Band

**The Film Schedule

Room 122

1:10 Jobs and interviews–Getting Started
1:30 Careers in Agri-Business
1:45 Mechanical Careers–Insights on what makes a mechanic tick.
2:00 Careers in the Building Trades
2:35 Is a Career in Business for You?

Room 124

1:10 Women's Prejudice Film
1:35 The Joy of Achievement
1:55 Your Job–Applying for It
2:20 Is a Career in Radio or TV for You?
2:40 Is a Career in the Professions for You?

10–12

13–14

HUSKY OIL SUMMER SCHOOL AND WORK PROGRAM

Husky Oil Company
C. R. Rice, Manager, Employee Relations
P. O. Box 380
Cody, Wyoming 82414
(307) 587-4711

Objectives

The major objective of the dual program is to give the participating students a broad view of the free enterprise system by providing them with a good over-all picture of the business world, its ramifications, the part it plays in the community and the country as a whole, and a realization of the influence government agencies have on the way business conducts its affairs.

Additional objectives of the program are to:

1. Provide the high school or beginning college student with a broad orientation and exposure to the career opportunities in the business world, through the classroom presentations.
2. Bridge the gap between the theory received in the educational institutions and its practical application in the business world.
3. Provide participating educational institutions an opportunity to evaluate the needs of business.
4. Aid the student in resisting some of the negative national youth attitudes concerning the free enterprise system which has made our country so great.
5. Train the students in good working habits through the Diversified Occupation training, or actual work experience, and instill in them the desire to give an employer an honest day's effort. This portion of the program gives the student an opportunity to see what is actually being accomplished in the area where assigned, and coupled with the classroom exposure, provides a basis for the interdepartmental relationships found in business and industry.

The major objective of "Introduction to Business" is to provide junior and senior high school students with an overall orientation in America's free-enterprise system as seen through the eyes of the oil industry.

The number of students selected to participate in both phases of the program has been governed by Husky's requirements for seasonal and vacation relief. In the first year they had eight students; in 1972, they had nine; and in 1973, twenty. In 1974, five local business firms each sponsored one student employee and more jobs were made available in the Husky organization. They had nine girls and eleven boys. The 1975 class was made up of six boys and fourteen girls, the 1976 class of six boys and fifteen girls, and in 1977, they had eight boys and twelve girls. The number has remained rather constant because of the limitation of available jobs.

At Husky, the Program Coordinator determines the number of students that can be gainfully employed. There are no "make work" jobs—as they would defeat the purpose of the program.

Rather than selecting students by high academic grade averages, he looks for students who are regarded as thought leaders, inclined toward a business career, and who are planning to go on to college. He receives a list of prospective employees from the high school and interviews them to determine that they meet Husky's qualifications, are seriously interested, would be satisfied with the available work and wages, and would be able to participate during the entire eleven-week program.

Linkages/Participants

Cody Public School District.
Northwest Community College, Powell, Wyoming.

Process

Husky Oil Company has a Summer School and Work Program at its Cody, Wyoming office which provides high school students with summer employment and, at the same time, gives them the opportunity to learn of business from those who are responsible for all of the functions of a major corporation.

Husky has developed a special course called "Introduction to Business" in which thirty-one company and other business volunteers give the students a practical introduction to all of the career opportunities available in the oil industry.

Because of the cooperation of the local community college and high school, each participating student receives college and high school credits for successful completion of the course.

Having seen the success of its Cody effort, Husky has started this program in five other company locations and is trying to increase the size of its classes by having other businesses participate.

In the summer of 1971, Husky Oil Company established a Summer School and Work Program for high-school-age summer employees at its Cody, Wyoming offices. While Husky has some 2,600 employees located in various offices throughout the United States and Canada, there are 246 full-time employees at the Cody corporate office. The company, with the cooperation of Northwest Community College of Powell, Wyoming, and Cody High School, created a two-phase, on-the-job training program providing students with summer employment and exposing them to the career opportunities in the oil industry through a special course entitled "Introduction to Business."

At the general offices in Cody, Wyoming, approximately 400 employees work at a variety of occupations. Paramount at this location are the centralized accounting, computer, and credit departments. Operations of the diversified company require many different talents for refining, exploration, production, marketing, finance, accounting, planning and economics, puchasing, credit, employee relations, computer systems, legal matters, and other technical and administrative needs.

During the 1971-72 school year, Cody Junior High School organized a Career Orientation and Exploration Program which allowed ninth grade students to observe occupations and careers of interest to them. One hundred and fifty local citizens, representing 105 different occupations, volunteered their services as "resource faculty members," presenting an orientation on economic and occupational preparation. All ninth grade students learned about the economic and industrial system by which goods and services are produced and distributed. A major objective was to give the student exposure to the full range of occupational choices which would be available at a later point and knowledge of the relative advantages and the requirements of each.

A Husky Vice President, who has been involved in program efforts with the community college, was charged with development and implementation of the program. He quickly arranged a meeting between the President and Distributive Education Director of the Community College, the Cody High School Principal and Guidance Counselor, and the Husky Office Manager for Cody.

Through subsequent meetings with the educators, it was agreed that Husky would develop a two-phase program to give students a broad orientation and exposure to career opportunities in the business world and that this program would bridge the gap between the theory received in the educational institutions and its practical application in the business world.

Husky became responsible for offering suitable employment and on-the-job training for the Distributive Education part of the program. For the classroom portion, it provided the program direction, meeting facilities, the course outline, a company coordinator, and the instructors.

The schools agreed to establish guidelines and to specify the academic and Distributive Education requirements for college and high school credits to be earned by participating students. Each school also offered the services of an individual from its professional staff to work directly with the coordinator; to help him with instructional training suggestions; audit classes; review Distributive Education work training; and to conduct the final examination which would qualify students for academic credit.

The Husky Office Manager became the over-all Program Coordinator, responsible for developing the course, the class schedule, recruiting instructors and organizing the student work program.

Outcomes

On-the-job training, with pay, is provided in the following departments: Control Accounting, Cashier Section, Machine Accounting, Production, and Office Services. For the first summer, the students were rotated through the various work sections to allow maximum exposure to various jobs and work experience. During the final program evaluation, however, it was decided that it would be better for Husky and the students to have each student remain at a certain job for the full time. This has been the practice since.

The school-work program is a cooperative effort of business and industry, local high schools, and institutions of higher education such as universities, colleges and junior colleges. Each plays an important part in the program.

Business and industry is the sponsoring organization, and a firm or group of firms in consort provides the direction, meeting facilities, class outline, a coordinator, and instructors for the academic or classroom portion of the program. The business firms also provide suitable employment and on-the-job training for the Diversified Occupational (D.O.) part of the program.

The institutions of higher learning establish guidelines and aid in specifying the academic and D.O. requirements for college credits to be earned by participating students. Each institution should provide an individual, generally the Director of Occupational Education, to work directly with the coordinator, helping him through instructional training suggestions, auditing of classes, reviewing D.O. work training, and conducting final examinations.

This year the program consists of a schedule of classes held from 7:00 a.m. to 8:00 a.m., Monday through Friday of each week, for approximately an eleven week period. This portion of the program is separate and distinct from the work program, and students receive no pay for class time.

The work program provides business and industry with needed seasonal personnel and students with gainful summer employment. A normal (40 hour) work week is expected of each student.

Three college credit hours are allowed for the academic course, entitled "Introduction to Business," consisting of approximately sixty class and tour hours. Two credit hours are also given for the D.O. work program. Regular written examinations are conducted by the sponsoring educational institution, to qualify the students for academic credits.

The various lectures and instructors in the program hold a wide variety of scholastic credentials; i.e., B.S., M.S., C.P.A., B.S. in chemical engineering, M.B.A. in marketing, M.S. in geology, LL.B. and Juris Doctorate in law, B.S. in mechanical and petroleum engineering, and B.S. and M.B.S. in economics. Subject matter covered: oil and gas geology; oil well drilling, logging, and stimulation; oil refinery operation, management, and quality control; fundamentals of marketing, supply and distribution; modern personnel practices and employment procedures; general credit procedures and policies; accounting's role in business; computer management and operations; operational research and long-range planning; antitrust problems in business; philosophy of management and organization concepts; and role of the chairman of the board in multi-company corporation. Diversified instructors were also brought from the Company's Denver and Calgary offices. Outside instructors from the high school, American Telephone and Telegraph, Mountain Bell, and Nielson Enterprises also participate in providing a well-rounded program.

Millions of dollars in facilities plus the valuable human resources afforded by Husky Oil Company became accessible to the students in the program. These excellent, modern facilities and resources were beyond the budgets of the schools, especially considering the expertise of the resource faculty. Creative, innovative thinking in this direction on the part of the administration and faculty of industry and the educational institution helped develop and implement an educational program for the students that will lead to a better community for all.

Mr. C. R. Rice, Manager, Employee Relations, of the Husky Oil Co., states that since 1974, "We have made adjustments each year as suggested by our experience and comments of the students. We have added several subjects and instructors and reduced the emphasis on the technicalities of the oil business. Our only real disappointment is that we are not able to handle as large a number of students as we would like."

Samples—Sample outlines from "Introduction to Business" follow.

(The preceding material is taken from a booklet printed by the Husky Oil Company, which includes the reprint of an article by M. Dale Ensign, "Industry-Education Cooperation," *Business Education Forum,* October 1972, and a brochure prepared by the Chamber of Commerce of the U.S., The Urban Strategy Center, "Urban Strategy Center Case Study 4," 1974.)

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CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Environmental Control Health Manufacturing Marketing & Distribution Public Service	Business & Industry Community Groups Seondary Education Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Hands-on Experiences Role Models	Field Trips Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	Part Time

Sample 1

MANAGEMENT OF A REFINERY

W. T. War

June 2, 1976

I. Refinery Management

   A. Overall objective in refining
   B. Departments involved in achieving objective

II. Relation of Studies and Courses to the Refinery Organization

III. Methods Used in Effective Management

IV. Manage for a Profit

   A. The free enterprise
   B. Supply and demand
   C. Government

V. Refinery Balances

   A. Material
   B. Economics

VI. Questions and Discussions

Sample 2

THE FUNCTION OF PURCHASING

D. E. Cain

June 7, 1976

I. Explanation of what purchasing's function is in corporate business in the past and today.

II. Film—"Purchasing As a Career"

III. Chart No. 1—Purchasing—This chart lists some of the activities involved in purchasing.

IV. Chart No. 2—E.O.Q. (Economic Order Quantity)

V. Chart No. 3—Quantity Analysis—Discussion of quantity of one of the items on the handout for analysis of savings based on larger quantity at less price.

VI. Explanation of Value Analysis

VII. Chart No. 4—Negotiation—Summary of what negotiation was and is now. With the help of the chart will show buyer and seller position in negotiations.

Chart No. 5—Automobile (part of negotiation)

VIII. The Price is Right or C.A.P. (Cost Awareness Program)

Sample 3

INTER-CITY COMMUNICATIONS—PRESENT AND FUTURE "THE HUSKY STORY"

R. E. Gier

June 18, 1976

A. Introduction to the Bell System

1. Organization of the Bell System

    a. Associated companies
    b. Long Lines Department of AT&T
    c. Brief discussion of the other subsidiary companies of the Bell System, i.e., Bell Laboratories, Wetern Electric Co., Teletype Corporation and Sandia Corporation.

B. Movie—"The Far Sound"

1. The movie covers communications from past to present time and discusses channeling and switching concepts.

Sample 3 – Continued

C. Inter-city Communications
    1. General discussion of band width and multiplexing
    2. Various types of private line services
        a. Private line telephone service
        b. Private line teletypewriter service
        c. Private line data services
        d. Private line video services
        e. Private line foreign exchange service

D. WATS

E. Data Phone

F. Phone–Power–Time permitting

G. Husky Slide Case
    1. Approximately 20 minutes–35m slide and tape presentation on how the Husky Oil Company used inter-city communications to solve a time problem

H. Future Communications
    1. Brief discussion on:
        a. Picturephone
        b. Data-Phone 50
        c. Digital Network

Sample 4

PRINCIPLES OF MARKETING

Walter G. Brantz

A. History of Marketing
    1. Early Trade

B. Definition of Marketing
    1. Profit
    2. Marketing Concept

C. Marketing Functions
    1. Buying
    2. Selling
    3. Transportation
    4. Storage
    5. Packing (Packaging)
    6. Standardizing and Grading
    7. Dividing
    8. Financing
    9. Risk Bearing
    10. Recording
    11. Gathering Market Information

Sample 5

DEVELOPMENT OF A COMPUTER APPLICATION
June 23, 1976

STEP:		
A.	A New Computer Application System Is Suggested	Manager of systems has initial contact with manager of the area with request. They agree the suggested application has merit and is worth a thorough study.
B.	A Systems Study Is Conducted	If there is a current manual system, it is documented for all its different idiosyncrasies. This allows for a fresh look at the problem area.
C.	System Studies Determine Requirements	A project team is formed. The team would come up with possibly two or three designs which would meet all or some of the requirements.
D.	Preliminary System Is Selected	The field of systems is narrowed down to one. This system is then looked into very thoroughly.
E.	Detail System Is Designed	The system and program documentation are finalized. The timing schedules are defined.
F.	System Development Phase	The programs are being written and tested. Forms are designed and sent to the printer. If additional hardware (computer equipment) is needed, it should be installed at this point. User training should be under way by now.
G.	Implementation Of System	The system is in final stages of testing. If there is a manual system, it is compared again the new computer system. After the new computer system receives approval from the user, it is considered operational.
H.	System Evaluation	The project team has been disbanded. Any further changes to the system will be considered maintenance. However, if proper design was given to the problem, the maintenance will be minimal. This step is never completed.

Sample 6

ACCOUNTING'S ROLE IN BUSINESS
E. W. Brown

A. Description of accounting.

B. Types of and the purpose for various transactions to be recorded.

C. Records of charges, payments, purchases, sales, inventories, manufactured quantities, costs, expenses, payrolls, tax collected, tax paid, freight, insurance.

D. Reports to provide operating results to those responsible for directing the operation.

E. Regulatory reports to City, County, State and Federal Agencies:

1. Internal Revenue Service (IRS)
2. Securities and Exchange Commission (SEC)
3. Federal Power Commission (FPC)
4. Bureau of Land Management (BLM)
5. Federal Energy Board (FEB)
6. Cost of Living Council (CLC)
7. Environmental Protection Agency (EPA)
8. Federal Aviation Agency (FAA)

Sample 6 – Continued

F. Regular and periodic reporting to management, shareholders, banks and investors.

G. Management of cash for efficient utilization and to assure ready availability as needed.

H. Expanding need for professional accountants.

Sample 7

THE PURPOSE AND FUNCTION OF ADVERTISING

G. J. Nordmark

July 2, 1976

I. Introduction

II. "We Create Smiles" dissolving slide presentation used in Husky's 1976 Trade Fairs for dealers

III. What is this business of advertising

   A. Persuasive educational communication aid

      1. Products–new and old
      2. Ideas

   B. Lowers consumer prices

      1. Makes mass production profitable
      2. Lowers unit cost by encouraging mass merchandising

   C. Encourages competition

   D. Improves Standard of Living

IV. What advertising means to you–a student, a young person and a citizen of the United States of America

   A. Helps maintain your freedom because without economic freedom other freedoms are easily diminished

   B. Helps afford jobs by enlarging the marketplace

   C. Permits a more comfortable life

V. Summary

   A. Tire and service advertisements

   B. Free Enterprise advertisements

   C. Trade paper advertisements

   D. Radio commercials–"When you're travelin' down the highway. . . ."

Table 7 – Continued

VI. Communications

The two-way flow of information about work problems, department plans, and the need of the employee to know "How am I doing?" See "Employee Bill of Rights."

VII. Labor Relations

Employee-employer relationship of people represented by a union.

Negotiation of labor contracts, grievance systems, arbitration and other labor relations functions.

VIII. Morale and Attitude Surveys

Determining employee viewpoints about the company, their jobs, their pay and other morale factors having a bearing upon their work.

Reports and analysis to management as guide to action.

IX. Performance Reviews

A tool for two-way communications so an employee and his supervisor can reach a "meeting of the minds" as to how the employee is doing his work and what the company expects of him or her.

X. Employee Counseling

Encouragement of management to recognize that employees have personal problems and to offer assistance where appropriate.

XI. Employee Relations Policy

The preparation of Employee Relations policy on such matters as employee benefits, management development, transfers, etc. Policy administration.

Sample 8

WHAT AND WHY OF EMPLOYEE BENEFITS

C. R. Rice

I. A company's employee benefit program is designed to provide its employees and their families with a broad base of coverage against conditions that may prevent, or interrupt, their regular working schedule, or cause a sudden and complete loss of earning ability during working years and to provide a means or source of income at retirement.

A. What value would you place on the basic idea of employee benefits?

B. These were called "Fringe Benefits." Why?

II. A. What are these benefits?

Medical, hospital and surgical
Group life insurance

Sick leave
Vacation

Sample 8 – Continued

Holidays
Long term disability
F.I.C.A.
Retirement or Pension plan
Summer military camp pay
Workmen's Compensation
Unemployment compensation
Funeral leave
Jury and Witness duty
Tuition Aid
Savings plan
Temporary (short term) disability
Key man physicals
Severance pay
Moving expenses

B. What do you believe are the most desirable to employees?

III. Discuss relative costs of benefits to companies, participation by employees, desirability of practice from employer and employee view.

IV. Competitive effect of employee benefits.

Should employees contribute to retirement plans?

What is vesting in retirement and savings plans?

What is portability of vested rights?

What is public or government interest in funding of retirement plan?

Sample 9

THE BANKER'S ROLE IN BUSINESS
Hal Winterholler and Moe Ellis
July 12 and 13, 1976

A. General statements of importance of banking to business. Explain broad general functions.

B. As Depository for Funds:

1. Collection of checks deposited
2. Collection of other items, sight drafts, etc.
3. Payment of checks drawn
4. Transfer of funds from bank to bank
5. Payment of taxes—federal
6. Cash for payrolls
7. Savings short and long term (savings accounts and time certificates of deposit).

C. As Source of Funds:

1. Loans from bank, short term and long term
2. Loans from governmental agencies, Federal Housing Administration, Veterans Administration, Small Business Administration
3. Loans from other sources—insurance companies

D. Objective of a bank is to make money for stockholders, provide services and funds to customers, and to increase capital funds for safety of depositors and as a basis for growth of bank. This objective is largely met through the investments of the bank.

Sample 10

THE BUSINESSMAN–MEDICAL PROFESSION

Dr. G. A. Riddell

July 15, 1976

I. The Profession
    A. Training
        1. Time
        2. Difficulty
        3. Investment
    B. Responsibility
        1. Peer
        2. Patient
        3. Community
II. The Business
    A. Investment
        1. Equipment
        2. Personnel
        3. Supplies
        4. Office Space
II. The Business (Continued)
    B. Working Conditions
        1. Hours
        2. Vacation
        3. Income
        4. Overhead
        5. Personnel
        6. Retirement
III. The Future Outlook
    A. Governmental Influence
    B. Insurance Influence
    C. Legal Influence
IV. Questions and Answers

Sample 11

FREE ENTERPRISE AND THE PROFIT SYSTEM

George S. Dibble, Jr.

In a recent editorial for the *Wall Street Journal,* Peter F. Drucker, one of America's most respected authorities on business, explains what profit is. Businessmen, he states, owe it to themselves and society to hammer home that there is no such thing as "profit." There are only "costs." The conclusions he draws are reprinted below.

(1) "Profit" is not peculiar to capitalism. It is a prerequisite for any economic system. Indeed, the Communist economies require a much higher rate of profit. Their costs of capital are higher. And central planning adds an additional and major economic uncertainty. In fact, the Communist economies do operate at a substantially higher rate of profit than any market economy, no matter that for ideological reasons it is called "turnover tax" rather than "profit." And the only economies that can be considered as being based on "profit planning" are precisely Communist economies in which the producer (state planner) imposes the needed profitability in advance rather than let market forces determine it.

(2) The costs which are paid for out of the difference between current revenues and current expenses of production and distribution are fully as much "economic reality" as wages or payments for supplies. Since a company's accounts are supposed to reflect "economic reality," these costs should be shown. They are, to be sure, not as precisely known or knowable as the accountants' "costs of doing business" supposedly are. But they are known and knowable within limits that are probably no wider or fuzzier than those of most cost accounting or depreciation figures—and they may be more important both for managing a business

Sample 11 – Continued

or for analyzing its performance. Indeed, it might not be a bad idea to tie executive bonuses and incentives to a company's performance in earning adequately these genuine costs rather than to profit figures that often reflect financial "leverage" as much as actual economic performance.

(3) Finally, businessmen owe it to themselves and owe it to society to hammer home that there is no such thing as "profit." There are only "costs": costs of doing business and costs of staying in business; costs of labor and raw materials, and costs of capital; costs of today's jobs and costs of tomorrow's jobs and tomorrow's pensions.

There is no conflict between "profit" and "social responsibility." To earn enough to cover the genuine costs which only the so-called "profit" can cover, is economic and social responsibility—indeed it is the specific social and economic responsibility of business. It is not the business that earns a profit adequate to its genuine costs of capital, to the risks of tomorrow and to the needs of tomorrow's worker and pensioner, that "rips off" society. It is the business that fails to do so.

Sample 12

A SMALL ARMY OF FEDERAL REGULATORS

Number of employes with regulatory functions:

Agriculture Department—animal, plant health inspection; packers and stockyards administration	14,054
Environmental Protection Agency	9,203
Food and Drug Administration	6,405
Labor Department—employment standards, occupational safety	4,715
Treasury Department—Bureau of Alcohol, Tobacco and Firearms	3.760
Federal Energy Administration	3,125
Interior Department—mine safety	2,851
National Labor Relations Board	2,454
Equal Employment Opportunity Commission	2,189
Securities and Exchange Commission	2,086
Transportation Department—highway, rail safety	2,079
Interstate Commerce Commission	2,061
Federal Communications Commission	1,971
Federal Trade Commission	1,569
Federal Power Commission	1,320
Other agencies	3,602
TOTAL FEDERAL REGULATORS:	63,444

Sample 13

LEGAL PROBLEMS FROM LEASE TO GASOLINE PUMP

D. L. Jensen

A. Exploration Agreements

1. Oil and Gas Lease
2. Farmin
3. Dry Hole Agreement
4. Pooling Agreement
5. Operating Agreement
6. Drilling Contract

Sample 13 – Continued

B. Production Agreements

  1. Unit Agreement
  2. Unit Operating Agreement
  3. Crude Sale and Transportation Agreements
  4. Federal Power Commission

C. Refining Agreements

  1. Processing Agreements
    (a) Patents
  2. Environmental Affairs

D. Marketing Agreements

  1. Service Station Lease
  2. Credit Agreements
  3. Exchange Agreements

E. Antitrust

  1. Robinson-Patman Act
  2. Sherman Act
  3. Clayton Act

Sample 14

INTERNAL AUDITING

R. D. Pelo

A. Definition of Internal Auditing and development of the role of the Internal Auditor.

B. Objectives of Internal Auditing.

C. The External Auditor—what is his function, to whom does he report and how does his work tie in with that of the Internal Auditor?

D. The place of the Internal Auditor in the company organization.

E. Education and Training.

F. Relation of Internal Auditing to the Company's operations.

G. What Management expects from its Internal Auditing Department.

H. Fraud and theft—preventive measures and detection.

I. Case studies:

  1. Financial
  2. Operations

J. How the Internal Auditor can contribute towards greater profits for his company.

Sample 15

FINAL EXAMINATION—INTRODUCTION TO BUSINESS

July 27, 1976

NAME ______________________________

Sample 15 – Continued

		TRUE	FALSE
1.	One of the primary reasons for surface casing is for the protection of fresh water.	____	____
2.	In our economy, supply and demand economics are allowed to operate with no restraints.	____	____
3.	Accounting supplies data on actual performance and measures the accuracy of the budget.	____	____
4.	The United States is suffering from a manpower shortage in the health field.	____	____
5.	A corporate legal department is primarily engaged in the practice of preventive law.	____	____
6.	Two competing dealers can agree between themselves to sell the same product at the same price.	____	____
7.	A manufacturer can agree to sell the same product at different prices to customers that compete with each other.	____	____
8.	One way an Internal Auditor helps to contribute toward greater profits for his company is by making sure operating reports give management a true picture of the company's operations, so that unprofitable operations can be detected and either improved or eliminated.	____	____
9.	Porosity is the percentage of open space or interstice in a rock or other earth material.	____	____
10.	Approximately 200 earthquakes occur every 24 hours.	____	____
11.	Cat cracking, alkylation and reforming are refinery processes used to produce gasoline components.	____	____
12.	All gasoline is the same.	____	____
13.	The post office feels "junk mail" should be discontinued.	____	____
14.	Communication is the exchange of information with understanding by an effective means.	____	____
15.	Wide Area Telephone Service (WATS) enables the customer to make calls one at a time to any telephone within the areas he has contracted for, at a flat monthly rate.	____	____
16.	Merchants are obligated to extend credit to anyone at least once.	____	____
17	Personal solicitation and advertising are two methods of creating demand for a product.	____	____
18.	Believability and credibility are the most important parts of advertising to the public, the consumer and the voter.	____	____
19.	Communicating effectively to employees the efforts of the company to pay competitively and to pay each individual according to his or her contribution is the biggest problem in salary administration.	____	____

Sample 15 — Continued

TRUE FALSE

20. All benefits provided by employers are required by law to be negotiated in union contracts. ______ ______

21. One financial advantage of operating as a corporation is the savings on taxes. ______ ______

22. Name the two major components of crude oil.

23. The mechanical, magnetic, electronic and electrical components of a computer are:

______ Software ______ Hardware

24. List six benefits included in a company's payroll burden costs.

25. What is a citizen's responsibility in the legislative process?

26. What is the usual royalty paid by an oil company to the landowner upon an oil and gas lease?

______ one-half ______ one-fourth ______ one-eighth

27. How does a buyer know he is paying too little or too much for a product?

______ Quality Analysis ______ Value Analysis
______ Invoice Checking ______ Quality Control

28. Tell whether the following are cash inflows or outflows:

______ Expenditures ______ Sales Revenue
______ Wages ______ Taxes

29. Define credit.

30. Name two different kinds of taxes which businesses must collect, accumulate and pay to governmental authorities.

31. What is the most profitable to a company?

______ Selling a Product ______ Marketing a Product

32. In which of the following is most advertising money spent?

______ Radio ______ Television ______ Newspaper

33. Which pays a higher rate of interest:

______ Passbook Savings ______ C.D.'s

34. The stockholders of a corporation do not have the power to:

______ Elect the Board of Directors ______ Approve a merger
______ Declare dividends

35. For a "rainy day," it is best to have which of the following set aside?

______ One week's pay ______ Two weeks' pay
______ One month's total living expenses

OCCUPATIONAL LEARNING FOR DISADVANTAGED YOUTH

Jurgen M. Wolff
Occupational Learning Center
Syracuse City School District
Syracuse, New York

Circumstances

The Occupational Learning Center (OLC) program began in Syracuse in September 1970, when thirty-six extremely disadvantaged students, thirty of whom had been given help with basic academic skills and vocational guidance during the summer, elected to pioneer the program. This initial group was directed by a staff of two interdisciplinary teachers and one vocational counselor. The original Learning Center was conducted in a building across the street from Central Technical High School.

Since 1970 the program has grown from one center to five and they are now located apart from the regular city schools. The program is dependent upon the committment and flexibility of its staff and their willingness to design individual programs for each student based on his/her personal needs. It continues to encourage dropouts and disadvantaged students to participate.

Objectives

The Occupational Learning Center Program is designed to provide disadvantaged students with an alternative to the regular high school program. Its goals are:

1. To provide each student with at least one specific skill.
2. To provide each student with specified competencies in basic academic skills.
3. To make each student aware of the world in which he lives and his relationship to it.
4. To develop in each student the ability to make decisions based upon awareness.

Specific requirements for graduation from the program follow under "Samples."

Linkages/Participants

- General Electric
- Carrier Corporation
- Upstate Medical Center (State University of New York)
- New York Manpower Services
- Jewish Home of Central New York
- Onondaga County Youth Probationary Department
- Johnson Upholstery
- Human Rights Commission of Syracuse and Onondaga County
- Chappell's Department Store
- Home Aides
- Onondaga Neighborhood Legal Services
- New York Telephone Company

Process

There is a great deal of guidance needed and provided in this program. Self-awareness through individual and group counseling, personality and interest inventories and a sixteen chapter world of work curriculum that covers information on topics that will affect the student in his/her occupational role (e.g., social security and labor unions) are the basis of helping students recognize the importance of career choices.

Students explore occupational clusters and are made aware of local job markets and training opportunities. They participate in field trips and group discussions regarding a variety of occupations. Movies and speakers expand their knowledge of the work world.

Students are placed in jobs and required to consider and discuss the negative and positive aspects of various jobs as well as the pros and cons of working and earning money now versus further education now. They are guided in handling job situations, in making adjustments, and in assessing their own abilities and aspirations.

Outcomes

Daily attendance of students in this program went from below 30% to 86%. Math and reading test scores went up 2 grade levels in one year. Behavior and attitude changes were significant. The number of those involved in criminal court actions before enrolling in the program dropped by more than 90% for a single year.

Job supervisors rated student job performance as follows:

Excellent	36
Satisfactory	24
Needs Improvement	20

Problems

Some companies who agree to cooperate with the program are not really willing to provide the support and training required. Others who would like to participate are not always in a financial position to do so.

As the program has grown, some of the original staff members are concerned about sustaining the degree of enthusiasm and dedication that has made the program a success.

There is also concern that the large percentage of blacks in the Occupational Learning Center constitutes a threat to racial desegregation.

There are complaints that some principals use OLC as a dumping ground for unruly students.

The OLC staff members do not work in luxurious facilities. They try to keep the cost of this individualized program down, aware that cost per student at OLC exceeds the cost per student in the regular schools.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Communications Media Health Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	Full Time Part Time

Sample 1

MINIMUM GRADUATION REQUIREMENTS

All students are involved throughout the program in career planning and preparation which includes vocational-technical training, on-the-job training, intensive work experience in a specialized skill area and/or preparation for higher education. More specifically, minimum graduation requirements as set forth in Bulletin 100 of the Syracuse City School District include the following:

1. Ninth-grade reading level (as defined by a standardized test).
2. Ability to communicate effectively (as measured by performance proficiency test).
3. Mastery of these areas of mathematics (as defined by performance proficiency).

    a. add whole numbers
    b. add fractions
    c. add mixed numbers
    d. add decimals
    e. subtract whole numbers
    f. subtract fractions
    g. subtract mixed numbers
    h. subtract decimals
    i. multiply whole numbers
    j. multiply fractions
    k. multiply mixed numbers
    l. multiply decimals
    m. divide whole numbers
    n. divide fractions
    o. divide mixed numbers
    p. divide decimals
    q. find averages
    r. intertranslate fractions, decimals and percents
    s. find a percent of a whole number
    t. find a percent of a decimal
    u. use instruments to measure common English units of:
        (1) length
        (2) area
        (3) volume
        (4) weight
        (5) time
    v. convert common English units of:
        (1) length
        (2) area
        (3) volume
        (4) weight
        (5) time

Sample 1 – Continued

4. Satisfactory completion of study in the following areas: (as measured by performance proficiency tests).

   a. Social studies skills

      (1) general reading and vocabulary
      (2) critical thinking and analysis
      (3) the ability to distinguish between fact, opinion and propaganda
      (4) general map, graph and chart reading
      (5) the ability to seek out and use public and private agencies and institutions
      (6) the ability to exercise one's civil rights and responsibilities
      (7) the ability to seek out information
      (8) personal and family consumer skills

   b. Science skills

      (1) general reading and vocabulary
      (2) personal and family health skills
      (3) skills in home maintenance
      (4) general graph, chart and diagram reading

5. Career awareness as measured by performance proficiency

6. Must qualify in one or more of the following areas:

   a. Vocational Technical School Training

      (1) Certification by teacher of the completion of the vocational course

         (a) Receiving a passing grade
         (b) Completion of the sequence

      (2) Satisfactory attendance pattern

         (a) Regular attendance in school at least 90% of the time
         (b) Promptness pattern at least 90% of the time
         (c) Informing teacher of necessary absence

      (3) Maintaining satisfactory working relationships with employer/trainer and fellow workers (ability to work out problems).

      (4) If student completes training before graduation, he would either seek job in this field or enter another training program.

   b. Training—On the Job or in Training Center

      (1) Certification of at least entry level skill by employer or trainer

      (2) Satisfactory attendance pattern

         (a) Regular attendance at training or job at least 90% of time
         (b) Promptness pattern at least 90% of the time
         (c) Informing employer/trainer of necessary absences, preferably in advance

      (3) Maintaining satisfactory working relationships with employer/trainer and fellow workers (ability to work out problems).

      (4) If student completes training before graduation, he would either seek job in this field or enter another training program.

Sample 1 – Continued

c. Competitive Employment

If a student enters the program with a specific vocational skill and wants to utilize that skill on a job, he would be placed directly in the competitive labor market.

(1) Certification of skill by employer or trainer

(2) Demonstration of skill on a job for a period of six (6) months or more

(3) Satisfactory attendance pattern

(a) Regular work attendance at least 90% of the time
(b) Promptness pattern at least 90% of the time
(c) Informing employer of necessary absences

(4) Ability to maintain satisfactory working relationships with employer and fellow employees (ability to work out problems).

d. Postsecondary Education

(1) Accepted in an institution on postsecondary level

(2) Adequate academic skills to predict success in career areas of study

Student objectives geared to these requirements are currently under development and are being linked with specific curriculum materials believed to be likely to help the student achieve each objective.

Sample 2

STUDENT ACTIVITIES

Students who are experiencing extreme difficulty in the regular high school program are given the opportunity to participate in the OLC program by their school principal or the central office staff. Although the student has the option of declining to participate, no student who is referred to the program and who chooses to join it is excluded.

The principal who refers the student to the program provides information on his: achievement test scores for the last two years; interest test results; attendance record, behavior record; special interests and abilities; current teachers, class, grades, and alternative programs that have been offered to him; and family background. The young person's parents are also contacted when the student enters the program, to provide further information on the student and to open a channel of communication that the staff will continue to use as long as the student is in the program. An in-depth interview with the OLC counselor elicits information on the student's attitudes, aspirations, and personal problems. As necessary, other procedures and instruments (such as Holland's Self-Directed Search) are employed to assess the career guidance, counseling, and placement needs of students. From the beginning, teachers and counselors discuss as a group the needs of each student so that they may act in concert to attempt to meet those needs.

The entry level capabilities of students are assessed through a battery of academic examinations in reading, math, language arts, social studies, science, and the world of work.

An individual program is then prepared for each student, outlining for him the specific objectives that he must master before he qualifies for graduation. After reviewing these requirements, the student

Table 2 – Continued

signs an agreement. In this agreement, the student commits himself to a program of a minimum of seven and one half hours a week of general education study at the Center, and at least 15 hours a week of participation at work station or technical training program. He is told that the OLC staff will be available to assist him at the Center at an appointed time each day and that the counselor will help him in obtaining a job or entering a training program. The rules for participation in the OLC program and the penalties for violating them are detailed in the agreement. An interdisciplinary teacher describes how the program proceeds:

> The enrollment into the program becomes official with the signing of the agreement. Short-term academic and vocational goals are set. Each student is provided with a prescribed curriculum that will enable him to meet the graduation requirements. This prescription involves daily accountability which encourages students to take responsibility for their own progress.

Each student consults his assignment folder daily. Recorded in it are the results of his previous day's work and the specific assignments he must complete for the current day. Assignments are planned to take two hours to complete, and each student's assignments are unique. In the course of a year, a student will use a large variety of curriculum materials. The interdisciplinary teacher or counselor directs a student to those materials that, according to the teacher's or counselor's knowledge of the student and of the materials, are most likely to assist that student in achieving his objectives.

The interdisciplinary teacher continues:

> The student works by himself and at his own rate of speed. They receive constant and immediate feedback and reinforcement from the staff. Each exercise a student covers must be complete to a proficiency level of 90% or higher, before he progresses to the next exercise in any particular series. This insures that a student will not make false progress in any academic area. Every student is encouraged to complete as many assignments as he is able to handle every day. Yet the responsibility for his progress rests on him.
>
> Periodic evaluation of the student and the program is a part of each Center's routine. A report on attendance, academic progress, personal evaluation and vocational experiences is sent to the parents. Copies are also made available to the students. Individual sessions are held each quarter between student and staff to evaluate the progress of each. Goals are reviewed and re-established. Although student-staff feedback is a continuous thing at each Center these quarterly sessions ensure each student has the opportunity to meet privately with the staff.
>
> Our curriculum is divided into two phases to meet the general needs of every student. Phase one covers an intensive development of the basic skills. Phase two is career content oriented providing core information and development in Language Arts, Social Studies, General Science and Math. During this phase the staff devotes a great deal of time developing each student's particular needs and interests as set by his work experience, occupational training and own personal goals. Each student pursues an in-depth study of the world of work in both practical and theoretical terms. Any student who is interested in taking courses or training in a specialized area is encouraged to do so by using the resources of the school system and the community.

Both the academic and vocational progress of students are monitored by the OLC staff. Staff members also confer weekly with the student's work supervisor, and at least once every two weeks they send a report card to the student's parents. The student receives a weekly activity feedback sheet summarizing his attendance and achievement. This, combined with the constant personal availability of the teachers and counselors, allows the student to be constantly aware of how he is doing, and able to seek help when necessary. Each student knows what he must do to meet requirements for graduation. When he fulfills these requirements, he graduates immediately regardless of the day or month.

The effect of the program is perhaps best exemplified by a brief essay on "The Requirements and Opportunities of the OLC" written by a former student of OLC.

Sample 2 – Continued

The requirements of the OLC (Occupational Learning Center) are not as easy to meet as many people think.

Most people in the regular high school programs such as Nottingham or Central High think that people in the OLC are dumb or stupid. What they don't know is the high requirements we have to meet and the great advantages we have over them.

Before you call us dumb or stupid dig on this. For a regular student to pass they can score anywhere from 75% and up on a paper and from 65% and up on a test. Well you don't get away that easily at the OLC. Anything below a 90% is failing; it's just that simple. You do that same paper over and over until you get 90% or better. Some student's work is easier than others' but it is not easy for that person. There are different levels. When you first get into the program you take a test to find what level you are working on. And that determines what level your work will begin.

Now that brings us to skipping, a thing that every student does at some time or another. Well at Nottingham or any other high school you get 2 skips but if the teacher doesn't see you, you can skip 13 or 14 times and offer any excuse and you don't have anything to worry about. Well try that at the OLC if you want to. For every day you miss you have to do double work the next day, work from the day you missed and that day's work.

Our great advantages and opportunities are that when we get out of school we won't be another addition to the increasing rolls of unemployed. To get out of the OLC you must learn a skill or trade. You must have a job or be enrolled in college or trade school. You can go through a regular high school and not know any more than you did when you started. You may know a little more English or history but what will you know about the world itself, the business world? Think about it and the next time you call someone from the OLC dumb or stupid, think about his or her opportunities and requirements and great advantages.

Adult

OKLAHOMA EDUCATION CONTRACTS WITH MORE THAN 200 COMPANIES

Francis Tuttle, Director
Oklahoma State Department of Vocational
and Technical Education

Olen D. Joyner, Coordinator of Special
Schools for Industry Training
1515 W. 6th Ave.
Stillwater, Oklahoma 74074
(405) 377-2000

Circumstances

Oklahoma agressively initiated a "plant start program" to provide specially trained employees to new and expanding industries.

Objectives

The primary objectives fostered by the agreements are (1) to provide entry level skills for hourly wage employees, and (2) to provide a work force for new industries.

Linkages/Participants

More than 200 companies in Oklahoma have made cooperative agreements with the Oklahoma State Department of Vocational and Technical Education.

Process

"Lots of hard work," according to Coordinator Joyner, is the main ingredient in this large-scale cooperative enterprise. The companies screen the applicants for referral and hire from successful applicants (trainees). To the greatest possible extent, instructors are provided by the companies. The State Department of Vocational and Technical Education and the companies provide equipment and consumables to operate the training laboratories. Individualized special materials (e.g., audio visuals) are developed for particular programs.

Sample—see the following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Construction Health Manufacturing Marketing & Distribution	Business & Industry Labor Government Agencies	Advisory & Consulting Employment Information Program Planning Equipment Provision Hands-on Experiences		Career Planning Decision Making	Full Time

Sample 1

COOPERATIVE AGREEMENT STATEMENT OF UNDERSTANDING

Oklahoma State Dept. of Vocational and
Technical Education
Francis Tuttle, Director
1515 West Sixth Ave.
Stillwater, Oklahoma 74074
(405) 377-2000

(February 5, 1973)

(COMPANY) is locating a casting manufacturing plant in (LOCATION). The building is presently under construction and the Company has had permanent staff members in Pryor for several months. This is a new type industry to the immediate area and there is not a supply of trained people. The Company desires to hire local people to the greatest extent possible and in order to do so, a comprehensive training program must be undertaken.

Sample 1 – Continued

The general areas of training are in the broad categories of melting, molding, core making, cleaning and facilities' services. Present projections show over (NO.) people in the above categories when the plant is in full production.

Through conferences and correspondence certain general commitments have been made regarding this training proposal. (COMPANY) and Special Schools Division assigned staff several months ago to define inputs and parameters of the training operation. This Statement of Understanding is a confirmation of their findings and the previous commitments.

The State Department of Vocational and Technical Education, through the Special Schools for Industry Training Division, agrees to provide the training services described herein. In order to accomplish the training, (COMPANY) and Special Schools Division agree to the following:

I. Special Schools Division agrees to provide the laboratory equipment based on the training program being developed by Special Schools and (COMPANY) personnel. Special Schools Division agrees to provide video tape equipment for production and showing of video tape film and will also provide 16mm projector, film slide projector and overhead projector as needed in the training center. (See Exhibit A, copy attached.) All equipment will remain the property of Special Schools Division. The total amount of equipment purchased is $29,629.25

II. Special Schools Division agrees to provide necessary consumable supplies to fill job slots. The materials are estimated as follows:

16 tons aluminum	$ 3,200.00
1 ton brass	1,000.00
32 tons iron	1,920.00
Molding sand and other related materials	2,000.00
Patterns	600.00
TOTAL	$ 8,720.00

III. Special Schools Division agrees to develop video tapes, film and slides on equipment and processes to be used in training. A lead-time schedule is to be developed for these items.

IV. Special Schools Division agrees to produce manuals in the areas of orientation and technical production as needed and will assign a technical writer and staff to produce these materials. These areas are to be defined by Special Schools Division and (COMPANY). Manual materials originating with the Company must be in Special Schools office eight (8) weeks prior to date of first usage. This is the lead time necessary to do art work, drawings, typing on MT/ST machines, and printing. The Company will provide logo and assist in cover design. An orientation manual and technical manual will be provided to each trainee, with approval of the Company.

V. Special Schools Division agrees to rent a training facility and provide utilities for operation of program.

The lease for facilities will be negotiated by the State Board of Affairs in behalf of the State Department of Vocational and Technical Education. The building proposed for this training has 10,000 sq. ft. of floor space and is to be rented at the cost of $1.50 per sq. ft. per year.

Rental, fiscal 1973-74	$ 15,000.00
Renewal option, fiscal 1974-75	15,000.00
Sub-total	$ 30,000.00
Utilities for 24 months of facility operation	$ 14,400.00 (estimate)
GRAND TOTAL	$ 44,400.00

VI. Special Schools Division will provide a program director for the training center at the time it becomes functional.

Sample 1 — Continued

VII. The Company agrees to make its own arrangements with the Employment Security Commission to select trainees. Special Schools reserves the right to monitor this process for conformity to vocational-technical education criteria.

It is expected that prospective employees will attend the pre-employment orientation and skill training classes. The O.J.T. classes will be restricted to those successfully completing pre-employment training and securing employment with the Company. Trainees in pre-employment will sign a copy of the Special Schools Agreements.

VIII. Instruction—

A. Special Schools Division will provide up to 10,000 instructor hours at a rate of up to $5.00 per hour. Instructors will be supplied from the (COMPANY) staff and the Company will be reimbursed directly for their time. Reimbursement shall not exceed amounts actually paid to the instructor. The trainee-instructor ratio is 16-1 for both the pre-employment and O.J.T.

B. Pre-employment — Each trainee will receive 60 hours of pre-employment. Instructors will be paid on a class contact hour basis at a rate of up to $5.00 per hour.

C. O.J.T. — Instructor time is to be calculated as follows:

1. Each trainee will remain on the O.J.T. attendance roll for 240 hours.
2. A daily total of all trainee hours in all departments will be kept and a monthly total will be calculated. Trainee time is not to exceed 8 hours per day and 40 hours per week. This includes all shifts.
3. Instructor hours are derived by dividing total hours in the month by 16.

IX. The (AVTS) Oklahoma AVTS agrees to provide general supervision and administration. The extent of this supervision and administration is to be defined as the program develops.

X. (COMPANY) agrees to make personnel available to work with Special Schools in general program development, production of manuals and audiovisual materials, and program implementation.

XI. (COMPANY) agrees to keep records and reports as follows:

NOTE: *Please use black ink for all records and reports.*

A. Form SS-1 — An Occupational Objective and Enrollment Form. Signatures and social security numbers of trainees and signature of the instructor are required. This form is to be sent to the Division of Special Schools, State Department of Vocational and Technical Education, *within 5 days after the training program begins.* All trainees should sign this form when entering the program. After the initial SS-1 is submitted, this report is due monthly on new enrollees only.

B. Form SS-2 — Monthly Training Report. This report shows the area of instruction, name of the instructor, hours of instruction, rate of pay, and trainees in the program during the month; *due by the fifth of each month throughout the training period in the office of the Division of Special Schools.*

C. Form SS-3 — Monthly Attendance Record. An attendance record *due in the office of the Division of Special Schools by the fifth of each month throughout the training period.* This report should include the student's name and his daily attendance or absence. Any student enrolled for any portion of the class should be listed. This form should be signed by the instructor teaching the class. Each trainee is to be carried on the attendance record for 60 hours. in pre-employment and 240 hours in O.J.T. A trainee may recycle into a different pre-employment training area, should the Company decide this to be advisable. However, they should be carried in only one area of O.J.T. All trainee attendance hours are to be totaled at the end of each day and individually at the end of the month. Separate records are to be kept for each area of training.

Sample 1 — Continued

D. Form SS-4 — Class Attendance Summary. This form is *due in the office of the Division of Special Schools when the class is completed.* A separate summary is to be submitted for each area of training.

E. Trainee Agreement — This agreement is read and explained to trainees at start of program. Form is signed by trainee during first class session.

The Company will be reimbursed monthly for training on the basis of the above records and reports.

XII. This Statement of Understanding is meant to be flexible enough to accommodate changes that might occur in the Company's developmental plans and may be changed by consent of all parties concerned. Also expenditures of funds beyond fiscal year 1972-73 is projected pursuant to the availability of funds at that time. The State Department of Vocational and Technical Education is funded annually and Special Schools Division operating funds are allocated in the same manner.

BUDGET

Instruction:	
Up to 10,000 instructor hours (based on the ratio of 16-1) at a rate not to exceed $5.00 per hour, pre-employment and O.J.T. inclusive	$ 50,000.00
Consumable supplies	8,720.00
Facility rental, 24 months	30,000.00
Utilities for 24 months	14,400.00
Laboratory and audiovisual equipment	29,629.25
Manuals:	
Orientation, 500 copies @$2.00	1,000.00
Technical, 500 copies @$2.00	1,000.00
GRAND TOTAL	$ 134,749.25

FOR THE STATE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION
DIVISION OF SPECIAL SCHOOLS

SIGNED ____________________
TITLE ____________________
DATE ____________________

FOR (NAME OF COMPANY) COMPANY OF
PRYOR, OKLAHOMA

SIGNED ____________________
TITLE ____________________
DATE ____________________

FOR (AVTS) OKLAHOMA AREA
VOCATIONAL-TECHNICAL SCHOOL
OF   , OKLAHOMA

SIGNED ____________________
TITLE ____________________
DATE ____________________

ODJ/qb

10–12

STUDENTS IN LOCAL GOVERNMENT

Larry Norris, President
Lawrence Kiwanis Club
1109 W. 20th Street
Lawrence, Kansas 66044

John Forbes, Principal
Lawrence High School
19th & Louisiana
Lawrence, Kansas 66044
(913) 842-6222

Circumstances

The "Youth in Local Government" program, which is now successfully established, originated from an editorial by Kansas State Senator Arden Booth over the KLWN Radio Station, December 1971. Senator Booth's idea was prompted by community awareness of problems among local youth in the late 60's and early 70's.

Mr. Wayne Osness, Kiwanis Club President in 1971, heard the editorial, liked the idea and set up a committee to study the proposal and implement the program. Each Kiwanis Club president since has been enthusiastic about the program and worked to keep it going and growing. Mr. Bill Easton and Mr. Max Stalcup, past presidents of Kiwanis, wrote up the program at the request of the Kansas Governor of Kiwanis, Mr. Ward Kiester, so other clubs that might be interested in the program would have guidelines for starting their own Students in Government Program. The following is quoted from Senator Booth's editorial:

> Here's one idea. It might just work, and the side benefits have tremendous potential. Let's start with the young people—high school students. How about one of our service clubs taking this as a youth project, working out a plan where a high school junior be appointed to a non-voting position on every board and commission in Douglas County. This appointee to serve for the second semester of his junior year, and the first semester of his senior year. These boards would certainly include the county and city commissions, and all their advisory boards, zoning, hospital, human relations, library, etc.
>
> How many young people would be involved? 20? 50? A hundred—and over a ten year period how many young people would we have trained for community service. We're not talking about a governmental day for students. We're talking about a year. A year of exposure, of participation, of involvement.
>
> How the organization makes use of the potential input of this youngster is its business. How the school makes use of this program is its business. We can see the possibilities of school credit to be given for a properly developed program. But most of all, we can see an entire new concept by our next generation. An appreciation of the fact that decisions are difficult to come by. That politics, especially on the local level, often our decision makers come up with the solution that may not be ideal, but it is the best under the circumstances.

And do you know, our decision makers might just try a little harder if someone who had longest to live with their decisions were looking over their shoulder. Worth a try? It just might be. We hope we have a chance to find out.

Linkages/Participants

Lawrence, Kansas: Board of Mental Health
Board of Zoning Appeals
Building Code Appeals
City Commission
Community Art Council
County Commission
Electrical Examiners Board
Health Board
Hospital Board
Human Relations
Lawrence-Douglas County Planning Commission
Library Board
Local Housing Authority
Parks and Recreation
Plumbing Board
School Board
Traffic Safety
Red Cross Board

Process

Through year-long membership and participation on a local board or commission (student votes, but vote is not counted), the student becomes aware of and involved in community needs and the mechanics of meeting them.

In developing this successful program, a committee of Kiwanis members contacted the superintendent of schools, the high school principal, and a teacher of social studies, who agreed to be Sponsors of the "Students in Local Government" project. This group then enlisted and obtained the cooperation of the Mayor, City Manager and Chairman of County Commission, who agreed to let a student be appointed to serve as a student member of all commissions and boards in the city. The City Manager explained the program to each chairman of the city boards and commissions.

The Teacher Sponsor explained the program to all junior students and invited them to apply for membership on a board or commission. Each student candidate was required to obtain the signed endorsement of fifteen other students on his/her application form (see samples following) and five written sealed recommendations from teachers. Final selection was made by a five member board: President of the Junior Class, Vice President of the Junior Class, President of the Student Council, and Principal of the High School and Teacher Sponsor. The selected students were notified of the board or commission to which they had been appointed and provided with the information (responsibility of board or commission, names of members, description of expected participation, and meeting schedule) necessary to their participation.

Outcomes

Student interest in and knowledge of local government is tremendously increased by this program. The student is required to vote at each meeting and to report the business of the meeting to his/her class and to explain the basis for his/her vote.

Students find that not all boards and commissions have much business to conduct at each meeting date. They have the opportunity to earn extra credit. For example, a student might write a paper showing the legal authority for his commission. Or a paper outlining the duties of a board might be used in seeking a scholarship or a trip to Washington, D.C., awarded by the Kiwanis Club, which sends one or two students each year to the "Presidential Classroom for Young Americans."

All students in the local government program attend at least one session of the state legislature and join the local legislature for luncheon or dinner. The involvement of these students correspondingly involves the entire student body; the involvement of the community officials correspondingly involves many other adults in the community; taken together the interaction of these groups must necessarily raise the quality of citizenship.

For help in adapting this program to satisfy your local needs, write or call:

John Forbes—Division Principal
Lawrence High School
19th & Louisiana
Lawrence, Kansas 66044
Phone: (913) 842-6222

Max Stalcup, Past President
Lawrence Kiwanis Club
Lawrence, Kansas 66044

Sample—see the following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Public Service	Business & Industry Community Groups Government Agencies	Curriculum Enrichment Employment Information Program Planning Hands-on Experiences Role Models	Work Experience	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	

Sample 1

STUDENTS IN LOCAL GOVERNMENT
APPLICATION FOR APPOINTMENT TO OFFICE

I hereby submit my application for appointment as an ex officio member to one of the following Boards and Commissions of City and County Government.

As a member of Students in Local Government, you have the responsibility to *regularly* attend the meetings of your Board or Commission, and report your observations back to your fellow students. This can be done through your American History Classes and through the Youth in Government Club of which you will automatically become a member. The club is designed to provide a forum for the students interested in government the opportunity to further their knowledge of the proceedings of local, state, and federal government. If you are not able to regularly attend Board/Commission meetings, do not apply for an appointment to office.

Please check the Boards or Commissions that you want to serve on. Mark no more than three—you may still be chosen for a position you did not select.

1. Park and Recreation Advisory Board
2. Human Relations Commission
3. Local Housing Authority
4. Library Board
5. Health Board
6. Electrical Examiners Board
7. School Board
8. Building Code Board of Appeals
9. Traffic Safety Commission
10. Lawrence-Douglas County Planning Com.
11. Board of Zoning Appeals
12. Hospital Board
13. Community Arts Council
14. City Commission
15. County Commission
16. Board of Mental Health
17. Plumbing Board
18. Red Cross Board

This application must have the endorsement of fifteen (15) Juniors and must have three (3) written sealed recommendations from teachers, and a written self recommendation. It is understood that the final selection will be made by a six (6) member board: President of the Junior Class, Vice President of the Junior Class, President of the Student Council, Principal of LHS, the Faculty Sponsor, and the present student ex officio member of the Board or Commission being considered.

ENDORSEMENTS SHOULD BE PLACED ON THE BACK OF THIS FORM

Signed: ______________________ Date: ______________________

Sample 2

LETTER OF NOTIFICATION OF APPOINTMENT

Lawrence Kiwanis Club
Lawrence, Kansas 66044

February 6, 1975

Miss Nancy Van Meter
2824 Missouri
Lawrence, Kansas 66044

Dear Nancy:

Congratulations on being chosen as a student member of the Health Board. Your Board meets the 3rd Wednesday of each month, at 8:00 p.m., Health Office.

Mr. Wesley Wulfkuhle, 808 Massachusetts Street, phone 843-0220, is the chairman of your board. I believe you will be contacted by letter or phone in the near future. If you have any questions, please feel free to call your chairman. I told him to put you to work.

The Kiwanis Club will be in contact with you from time to time. Please ask your Social Studies teacher for time to make a report on your committee meetings. I am certain it will be granted.

If I can help you in any way, please let me know.

Sincerely,

Max Stalcup, Chairman
Students in Local Government Committee
Lawrence Kiwanis Club

P.S. My office is in the Lawrence High School building—The Continuing Education Office. Come and see me.

Sample 3

LETTER OF NOTIFICATION OF STUDENT ASSIGNED

Dear

Thanks for your cooperation in our Students in Local Government Program. The following student has been chosen to serve as a member of your Board.

Name: John Doe

Address:

Telephone:

John has an interest in your Board and was chosen to serve beginning January 19, 1975 and ending approximately the same date, 1976. (End of Semester)

Sample 3 – Continued

Will you please invite him to your meetings.

Thanks again. Please call me if I can help in any way.

Sincerely,

Max Stalcup, Chairman
Students in Local Government

Sample 4

LETTER ANNOUNCING BANQUET

TO: All Kiwanians

FROM: Student in Local Government Committee

DATE: April 17, 1975

SUBJECT: Students in Local Government Banquet

Again, this year, we are going to have a banquet honoring our students in Local Government.

In addition to the students, we are inviting the chairmen of each Board and Commission in Lawrence and the City and County Commission members.

This project is going great. We have made a "Slide Show" and sent it to Kiwanis International. We plan to do more to advertise in our own District and throughout Kansas. Lawrence Noon Kiwanis is getting a lot of advertising and credit for this program.

The banquet will be at the:

Holiday Inn, Skyline Room
Friday, May 9, 1975
6:00 to 8:00 p.m.

Again, this year, we will need some Kiwanians to act as Hosts. President Bill will give you the particulars.

Host or not, please plan to attend the banquet and show an interest in our students and this project.

The banquet will be the regular meeting for the week; however, there will be a Round Table at the regular meeting time on Thursday, May 8.

In order to keep our meal count straight, please sign the sheet so the house committee will know how many to prepare for.

We need every Kiwanian's support.

Sample 6

INVITATION TO BANQUET

TO:

FROM: Max Stalcup, Chairman for Students in Local Government

DATE:

SUBJECT: Students in Local Government Banquet

This is the fourth year of operation of STUDENTS IN LOCAL GOVERNMENT. First, we want to thank you for your cooperation. We are certain that   is gaining valuable information as your student member.

This letter is an invitation to a banquet to be held May 9, 1975. The banquet is in honor of the Board and Commission Chairmen, and their student members.

Please plan to be at the:

HOLIDAY INN, SKYLINE ROOM, LAWRENCE, KANSAS
FRIDAY, MAY 9, 1975
6:00 to 8:00 p.m.

We plan an exceptional program that we should all enjoy.

We hope you can attend as our guest. We will expect you but if you cannot attend please call me at 842-6222, Ext. 81.

Sample 7

LETTER TO KIWANIAN BANQUET HOST

TO: Kiwanian Host for Students in Local Government Banquet

FROM: Max Stalcup, Chairman for Students in Local Government

DATE:

SUBJECT: Students in Local Government Banquet

You are designated HOST at the Annual Kiwanis Students in Local Government Banquet for our students and City/County Officials to be held:

Place: Holiday Inn, Skyline Room
Time: 6:00 - 8:00 p.m.
Date: Friday, May 9, 1975

Your STUDENT is on the

Sample 6 — Continued

Name:

Address:

Telephone:

Will you please contact your student at once and make arrangements for transportation to and from the banquet? Your student is expecting to hear from you soon.

This is your opportunity to meet and become better acquainted with your student.

We are looking forward to seeing you Friday evening, May 9.

Sample 7

LETTER TO PARTICIPATING STUDENT

TO:

FROM: Max Stalcup, Chairman for Students in Local Government

DATE:

SUBJECT: Students in Local Government Banquet

You are cordially invited, as our guest, to attend the annual Students in Local Government Banquet to be held:

Place: Holiday Inn, Skyline Room
Time: 6:00 to 8:00 p.m.
Date: Friday, May 9, 1975

Your Kiwanis Host will be:

Name:
Address:
Telephone (Residence)
(Office)

He will soon contact you to make arrangements to transport you to and from the banquet.

This is a great opportunity for you to become better acquainted with the chairman of your board or commission and the Kiwanis Club members.

We are looking forward to seeing you Friday night. If you cannot attend will you please telephone me at 842-6222, Ext. 81 or 843-6608.

Sample 8

STUDENTS FOR LOCAL GOVERNMENT QUESTIONNAIRE

Name

Name of Board or Commission

1. How often did they meet?
2. Did they meet regularly?
3. Were you notified of the meetings?
4. How many did you attend?
5. How many did you miss?
6. Did you feel that they allowed you to participate in a meaningful way?
7. Would you recommend that a student be selected to be on this board in 1975? Why or Why not?
8. What do you feel you have learned from being on this board?
9. What do you think would improve the Students in Local Government program?

10–12

ACT: INDUSTRY'S LARGEST EDUCATIONAL PROGRAM

ACT
Rockwell International
1700 East Imperial Highway
El Segundo, California 90245

Circumstances

Rockwell International's Advanced Career Training Program (ACT), from a humble beginning at the opening of the 1970 school year, has become the nation's largest industry-sponsored educational program—a dramatic example of what industry and the school systems can accomplish over a short span with a cooperative venture. The ACT Program, which started as a one-division undertaking with 90 students, has grown to a current enrollment of more than 1,000 students from 50 high schools. Nine school districts of Los Angeles and Orange Counties are involved in ACT classes conducted by Southern California divisions of Rockwell International. More than 7,000 students have already participated in the ACT Program.

Objectives

Recognizing that industry is faced with a great opportunity, as well as a social obligation, to partiticipate in the educational process, Rockwell's Space Division set out to resolve a program which would fill the existing educational voids and bridge the gap between the academic classroom and gainful employment in industry. ACT is the result—a program which provides the participating student with a competitive edge in the employment market.

Linkages/Participants

Southern California divisions of Rockwell International.
Nine school districts in Los Angeles and Orange Counties.

Process

How to Start an ACT Program

During the past several months, ACT administrators at the various divisions of Rockwell International have received numerous inquiries from other industrial firms—large and small—regarding the possibility of instituting similar programs. The process of implementing an ACT Program is simple and we encourage other firms to start their own program.

First, determine what your firm is prepared to offer in the way of facilities, equipment and time. Instructors can be volunteers or paid. Next, write brief course descriptions and establish time and frequency of classes. Rockwell classes are held from 5 to 7 p.m. on Tuesdays and Thursdays.

Then meet with the superintendent of schools in your area. You will find that the school districts will be enthusiastic and most cooperative. Often the districts assign personnel to assist in the implementation and administration of programs.

The school districts should provide transportation to and from the plant and it is their responsibility to select the students who will participate in the program.

For additional information contact:

ACT
Rockwell International
1700 East Imperial Highway
El Segundo, California 90245

Rockwell International has made every effort to provide the best facilities, environment, and instructional specialists available for participating in the ACT Program.

Classes have been scheduled after regular working hours so that the student may be provided with hands-on training, utilizing the same equipment that is operated by professional workmen in accomplishing their daily tasks. These professionals have joined in the ACT Program as a cooperative effort and have donated their time and knowledge to help make the program a success.

The ACT concept offers industry a dynamic, yet simple, method of enhancing the educational process and building a stronger community. If the ACT concept were adopted by just 2 percent of our U.S. business firms the impact would be tremendous. The Rockwell program has increased the level of high school training and has helped to decrease the dropout rate. The students have benefited through exposure to the real world environment and many have found new career interests. Through ACT, the company has enjoyed an improved relationship with the surrounding community.

Outcomes

The students are better prepared, upon graduation from high school, to follow their chosen career—either through gainful employment in industry or through continued education at the college level.

The school district is given the opportunity to increase its curriculum, expose students to a "real world" environment, provide its students with instructors of unique qualifications, and to gain the use of facilities and equipment virtually impossible to achieve under current budgetary constraints.

Industry, meanwhile, is receiving many benefits. It is providing itself with a pool of trained potential employees. It is fulfilling a basic social obligation and is exceeding the government's demands for a constructive Affirmative Action program. More than 80 percent of ACT students are from racial minority families.

The most revealing testimonials to the ACT Program come from former students—many who have found rewarding jobs in industry and others who have received college scholarships as a result of the program.

One of the principal things the program has provided is job opportunities. Hundreds of former ACT students have been hired as regular employees by Rockwell International. Others have been assisted in obtaining employment with other major industrial concerns.

Rockwell's ACT college scholarship program provides the opportunity for outstanding high school seniors to pursue their educations at the college level and to compete for high skill jobs when they enter the business world. Ten four-year college scholarships are offered annually for outstanding ACT graduates.

William J. Johnston, Superintendent, Los Angeles City Schools: "For the past 7 years, I have watched ACT evolve into a full-scale human development program. The program represents industry-education cooperation at its highest level and serves as a national model. We are indeed grateful to Rockwell International for making this program possible."

Valarie K. Smith, Rickwell International Production Typist: "I started my first ACT class as a junior. By the time I finished high school, I had completed three ACT classes; one of them led to my present job. The ACT program gave me a chance to meet many interesting people, learn a lot of fascinating things, but most of all, it gave me the chance to be independent. In two years, I plan to return to college and pursue a career in medicine."

Courses of Instruction Offered in the ACT Program

- Automated Wire Data Systems
- Blueprint Reading
- Building Maintenance
- Business Applications
- Business Computing-COBAL
- Calibration
- Camera Techniques
- Clerical Functions
- Commercial Art
- Computer Programming—FORTRAN
- Construction and Maintenance
- Closed-Circuit Television
- Data Processing
- Drafting Techniques
- Electronics Manufacturing
- Electrical/Electronic Technology
- Engineering Design and Drafting
- Industrial Engineering
- Industrial Graphics
- Industrial Mechanics
- Industrial Occupations
- Industrial Security
- Inspection and Testing
- Keypunch Operations
- Machine Shop
- Manufacturing Careers
- Mechanical Technology
- Metal Plating and Painting
- Microfilm Techniques
- Model Making
- Nondestructive Testing
- Office Operations
- Personal Finances
- Photographic Laboratory
- Printing
- Publication Typing
- Sheet Metal
- Space Mathematics
- Technical Illustration
- Television Electronics
- Tool Design
- Tool Fabrication
- Turning on to Life
- Welding
- Writing and Editing

Rockwell International Divisions involved:

- Autonetics Group
- Atomics International Division
- B-1 Division
- Microelectronics Group
- Rocketdyne Division
- Space Division

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Manufacturing Marketing & Distribution	Business & Industry	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Work Study Equipment Provision Hands-on Experiences Role Models	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	Full Time

Sample 1

ADVANCED CAREER TRAINING
COURSE DESCRIPTION AND ENROLLMENT HISTORY

TECHNICAL ILLUSTRATION

Two semesters, two evenings weekly, two hours each
Prerequisite: Minimum of two semesters of drafting or art;
student should be interested in a career in industrial art

An introduction to technical illustrating in industry. In the first semester, you will learn how to change two-dimensional (orthographic) engineering drawings into perspectives and isometric projections. In the second semester, you will make final inked drawings from blueprints, photographs, or your own sketches. Some of your assignments will include drawing, pasting up callouts, ordering photographic prints, and making final inked or camera-ready art. This class is an important step toward qualifying as a beginning illustrator.

(PLEASE TYPE OR PRINT)

Name: ______________________ (First) ______________________ (Middle) ______________________ (Last)

Address: ____

______________________ (City) ______________ (Zip Code) Phone: ______________________

Age: ________ Birthdate: ______________________ Birthplace: ______________________

______________________ (Name of Father/Guardian) ______________________ (Name of Mother/Guardian)

Name of School: ____

School District: ______________________________________ Grade: __________

Have you had courses in the following? (Indicate number of semesters.)

Typing ____________
Office Practices ______
Writing ____________
English Composition ____
Journalism __________
Speech ____________

Art ____________
Drafting ____________
Algebra I ____________
Algebra II ____________
Geometry ____________
Trigonometry ________

General Science ______
Chemistry ____________
Physics ____________
Electricity __________
Electronics __________
Printing ____________

Photography ______
Photo Laboratory ____
Wood Shop ________
Metal Shop ________
Machine Shop _______

Date:

I have read the course description and discussed it with my counselor.

(Signed) ______________________ (Student) (Signed) ______________________ (Counselor)

Sample 2

WRITING AND EDITING FOR INDUSTRY

Two semesters, two evenings weekly, two hours each
Prerequisite: High school English composition and/or journalism

A course for students with writing talents. This class will introduce you to a relatively new career possibility—writing and editing for business and industry. During the first semester there will be workshops where you will be trained in techniques and skills of writing, editing, and publishing business letters, reports, brochures and briefing presentations. You will get to write and have your work reviewed each week.

During the second semester you will be shown the publishing operations of a modern corporation and will learn about the role of the writer-editor in industrial publishing. You will be assigned special writing and editing projects, culminating in preparation of the annual ACT brochure. Second semester requires approval of instructor or completion of first semester.

Sample 3

TECHNICAL PUBLICATION TYPING

One semester, two evenings weekly, two hours each
Prerequisite: Typing speed of 30 wpm; student should be proficient in operating manual or electric standard typewriters

A course in the operation of the IBM Selectric typewriter and the IBM Executive proportional spacing typewriter. During the semester, you will learn how to type text for technical reports, proposals, briefings, and specifications; how to type callouts for illustrations; and how to set up and type tables. You also will learn proofreading marks, scientific and engineering terms, mathematical symbols, revision and correction techniques, and how to "make up" a page and assemble a document.

Sample 4

SEMI-AUTOMATED TYPING

One semester, two evenings weekly, two hours each
Prerequisite: Technical Publication Typing or two semesters of typing with "A" grade

A course in operating the IBM Magnetic Tape Selectric Typewriter (MTST). In this class, you learn to use a typewriter that records on magnetic tape. You correct typing errors on the tape, so that when you play the tape back it automatically retypes "perfect" copy. You also learn to produce the same material in various type faces and formats without retyping. This is an excellent course, especially if you are interested in a career involving advanced text producing methods.

Sample 5

PRACTICAL TELEVISION ELECTRONICS

Two semesters, two evenings,weekly, two hours each
Prerequisite: Previous or concurrent high school electronics

A course to provide "hands-on" experience with television equipment used in industry. From this class, you will get a basic understanding of equipment composition and television systems concepts. You will work, on primary units, such as cameras, monitors, scopes, receivers, and video tape recorders. You also will have an opportunity to operate and repair various television equipment units.

Sample 6

PHOTOGRAPHIC LABORATORY TECHNIQUES

One semester, two evenings weekly, two hours each
Prerequisite: Previous or concurrent high school photography or recommendation of school vocational coordinator

An introduction to photographic laboratory techniques at the industrial level. In this class, you will learn how to prepare and control chemicals used in photographic paper processing, how to use variable contrast papers and filters in contact printing and enlarging, and how to use the enlarger for specific needs. You will be shown finishing room techniques and will become familiar with production control systems. By the end of the semester, you will have received sufficient instruction and "hands-on" training to produce photographic prints of industrial quality.

Sample 7

PRINTING

Two semesters, two evenings weekly, two hours each
Prerequisite: An interest in offset printing or a career in graphic arts

An introduction to offset printing. In this class, you will get a chance to operate offset presses. You will learn about the feeding mechanism and the inking and dampening systems, you will learn how to make plates, what types of plates are run on an offset press, and what kinds of papers are used for printing. When you have completed both semesters, you will know the basic operating techniques necessary to qualify as a beginning press operator.

Sample 8

CAMERA TECHNIQUES

Two semesters, two evenings weekly, two hours each
Prerequisite: One semester of photography or equivalent experience

A course in applying camera techniques to industrial photography. In this class you will learn about lighting, camera techniques, subject arrangement, and current trends in photography. In the first semester, you will get a chance to use professional equipment to photograph other students while they work, small parts, and illustrations. You also will learn how to make color slides. By the second semester, you will be ready for the more advanced techniques used in industrial photography. Since this class is camera oriented, the only laboratory work you will be doing is black and white negative processing using automatic equipment.

Sample 9

INTRODUCTION TO COMPUTER PROGRAMMING FOR INDUSTRY—FORTRAN IV

One semester, two evenings weekly, two hours each
Prerequisite: High school algebra or geometry

An introduction to digital computers, data processing systems, and FORTRAN IV programming language. During the semester, you will have an opportunity to program, in FORTRAN IV language, simplified problems for solution on the IBM 370 computer and then analyze the outputs from these programs. From class instruction and "hands-on" training, you will learn the basic principles of digital computers and computer programming for industry.

Sample 10

ENGINEERING DESIGN AND DRAFTING

Two semesters, two evenings weekly, two hours each
Prerequisite: Two semesters of drafting plus algebra, geometry & trigonometry

An introduction to manufacturing engineering, industrial engineering, tool engineering, packaging engineering, structural design, numerical design, mechanical systems, model design, propulsion systems, pyrotechnic systems, and many other types of engineering. In this class you will be required to calculate and draw various engineering design exercises based on examples that are presented in the technical lecture. This is an excellent class for those interested in a career in drafting or engineering design.

Sample 11

MATH REFRESHER

One semester, two evenings weekly, two hours each
Prerequisite: None

A review of elementary algebra, geometry, and trigonometry. In this refresher and tutoring course, a math "pro" will work with you as an individual to help you develop the skills for passing (and hopefully for excelling in) high school mathematics.

Sample 12

OFFICE OPERATIONS

One semester, two evenings weekly, two hours each
Prerequisite: Business mathematics, typing, and a general business course

An introduction to office operations in an aerospace company. In this class, you will learn about office correspondence, mailing procedures, telephone etiquette, business forms, accounting calendars, and organizational work charts. You will get a chance to brush up on your typing and use office machines for copying and calculating.

Sample 13

ELECTRICITY AND ITS APPLICATION IN INDUSTRY

One Semester, two evenings weekly, two hours each
Prerequisite: Algebra I and previous or concurrent general science,
physics, or electronics

A course in the basic theory of electricity, analogous mechanical or hydraulic counterparts, applications, and circuit analysis. In this course you will deal primarily in dc circuit analysis; however, ac circuits and basic electronics will also be covered. Each class will begin with a discussion of theory by the instructor, then you will conduct laboratory experiments that demonstrate the theory. You also will build a transistor radio (or similar kit). This course is conducted to help you understand the basic principles of electricity and electronics and to encourage further studies in these fields.

Sample 14

CALIBRATION OF MEASURING AND TEST EQUIPMENT

One semester, two evenings weekly, two hours each
Prerequisite: High school algebra and general science

An introduction to measuring and test equipment used in industry and to techniques employed in calibrating them in order to assure validity and accuracy of values measured. Each class will begin with a presentation of measurement theory and a demonstration of calibration methods. Then you will get a chance to operate and calibrate the instruments, collect the calibration data, and calculate or computerize reduction of the data. You will deal with the calibration of mass, force, pressure, flow instrumentation, inspection hand tools, temperature, optical, torque, and linear measuring equipment.

Sample 15

AUTOMATED DRAFTING

One semester, Tuesday only, two hours weekly
Prerequisite: Minimum of one semester of drafting and geometry or algebra

A course designed to teach fundamental operating techniques to students with no prior experience in operating a Gerber Model 2075 Graphical Display System. In this course you will cover general operating, operational capabilities, definition of controls, pre-operating procedures, system turn-on operating procedures, and diagnostic routines. You will have an opportunity to apply the concepts you have learned using the automatic drafting machine in the Numerical Design Group. This class is limited to ten students. A sample of the work performed by an automatic drafting machine is shown on the reverse side.

Sample 16

PROCUREMENT CLERICAL OPERATIONS

One semester, two evenings weekly, two hours each
Prerequisite: Two semesters of typing

An introduction to clerical operations in materials management and purchasing. In this class you will be trained in clerical skills such as filing systems, procurement requisition processing, proofreading, screening, logging, and maintaining a supplier library. In the classroom, your work will deal with forms, reports, and documents commonly found in most offices. You will have a chance to operate duplication machines, electronic data processing terminals, and key-punching machines.

Sample 17

WOODWORKING (MOCKUP AND MODEL BUILDING)

Two semesters, two nights weekly, two hours each
Prerequisite: two semesters of high school woodshop and one semester blueprint reading or mechanical drawing

In this class you will learn aircraft terminology and will be instructed in the use of shop equipment and hand tools as they relate to wood mockup and model building. During the semester you will get an opportunity to use the shop equipment to fabricate scale wood models.

Sample 18

PRODUCTION ART TECHNIQUES

Two semesters, two evenings weekly, two hours each
Prerequisite: Two semesters of high school art (journalism recommended)

In this class you will learn the format and layout techniques used for technical documents, magazines, and brochures. You will learn how to crop and size art work, how to choose type sizes, and how to paste up pages. The class will be limited to 10 students so that you can receive individual instruction if needed.

10–12

Adult

COOPERATIVE EDUCATION PROGRAMS

Edwin J. Taibl, Asst. District Director
Dr. William L. Ramsey, District Director
Milwaukee Area Technical College (MATC)
1015 North Sixth Street
Milwaukee, Wisconsin 52303
278-6600

Circumstances

Milwaukee Area Technical College currently has cooperative programs with business, industry or other schools in the areas of Environmental Health, School Service, Metallurgy, Welding, Chemistry, Marketing and Accounting, Community Service, and Funeral Service. Sample 1 defines the agreement for Cooperative Education in these Associate Degree Programs. The same form (Sample 1) is used for the Vocational Cooperative Education Programs in the areas of Welding, Combustion Engines, and Foundry, but the form is entitled "Vocational Cooperative Education Training Agreement."

Objectives

Cooperative Education is a combination of vocational-technical instruction and related employment. Employment in this context is considered to be an extension of the on-campus instruction, that is, a way to provide relevant experiences in actual work situations. Each Co-op Education program is arranged to fulfil specific educational objectives, and students participate in the program to acquire skills for a specific area of employment.

Process

Cooperative educational experiences are offered in a number of vocational and technical programs. When a student enrolls in one of these programs, MATC's Co-op Education coordinator arranges an interview with an employer who can provide on-the-job training related to the student's chosen career field.

After the student is accepted, the employer arranges work assignments that are most beneficial to the student. A supervisor regularly reports the student's performance and progress to the instructor.

The amount of time students spend on the job varies with the program. Under one form of Co-op Education, the student alternates full-time work with full-time attendance at MATC, a semester at a time, or the student may work mornings or afternoons, then attend classes the other half day. Another possibility is a flexible schedule of daytime or evening courses that dovetails with full-time employment.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Construction Health Marketing & Distribution Personal Services Public Service	Business & Industry Community Groups Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study	Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	Part Time

Sample 1

COOPERATIVE EDUCATION TRAINING AGREEMENT FOR ASSOCIATE DEGREE PROGRAMS

This training agreement is (1) to define clearly the conditions and schedule of training whereby the student, ______________________________ is to receive training in ________________________ and (2) to serve as a guide to the cooperating parties: the (company or agency) and Milwaukee Area Technical College, in providing the student with opportunities for education and training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences (training plan) and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school.

The student agrees to perform the work experiences assigned by the employer according to the same company policies and regulations as applied to regular employees. The student also agrees to pursue the prescribed course of study and to take advantage of every opportunity to improve his/her efficiency,

Sample 1 – Continued

knowledge, and personal traits so that he/she may enter his/her chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, as outlined in Addendum "A," the employer agrees to aid in an evaluation of the student's progress of learning on the job, and to pay the student for the work done while undergoing training.

(a) The beginning wage will be $ ________ per ________ .

(b) The training period begins the ______ day of ________________
and extends through ______ day of ______________________.

____________________	____________________
STUDENT	NAME OF COMPANY OR AGENCY
____________________	____________________
DATE	EMPLOYER/SUPERVISOR
____________________	____________________
INSTRUCTOR-COORDINATOR	PERSONNEL DIRECTOR

Sample 2

REPORT NOTICE

These forms should be developed in triples, one to the *Student, Employer* and the department *Teacher Coordinator.*

Notice to Report to Cooperative Education Employer:

You, ______________________ (Name of Student), are scheduled to report to ______________ (Name & Location of Employer) ______________________ at ______________ (Hour) AM/PM ______________ (Day), ______________ (Month & Date) for a full training period which runs through ______________ (Day), ______________ (Month & Date). Any event that may prevent you from keeping this schedule must be reported to your department teacher coordinator, ______________ (Name of Teacher) ______________, immediately by telephone ______________ (Telephone Number).

Sample 3

TRAINING PLAN FOR
VOCATIONAL COOPERATIVE EDUCATION PARTICIPANT

MILWAUKEE ARE TECHNICAL COLLEGE

STUDENT: ______________________ SOCIAL SECURITY NO.: __________

PROGRAM OF STUDY: ______________________

JOB TITLE: ______________________

TRAINING STATION: ______________________

ADDRESS: ______________________ PHONE NO.: __________

TRAINING SUPERVISOR: ______________________

WORK SCHEDULE
MONDAY:
TUESDAY:
WEDNESDAY:
THURSDAY:
FRIDAY:
SATURDAY:
SUNDAY:
Rate of Pay: $ __________ per __________ .

Sample 4

ADDENDUM "A"

Milwaukee Area Technical College

Composite Student Reporting Form – Evaluation of Cooperative Field Placement Performance

This evaluation will be a rating of the students' objectives by the Agency/Company coordinating personnel and MATC supervisory staff.

Name of Student ______________________________

MATC Supervisor ______________________________

Agency/Company ______________________________

Agency/Company Coordinating Personnel ______________________________

Dates inclusive in evaluation – from ______________ to ______________

Each semester that a student is enrolled in Cooperative Education, it is necessary to identify new learning objectives. They should be specific, measurable, and within his/her ability to accomplish. The objectives must be formulated by the instructors, reviewd and approved by both the employer and coordinator at the beginning of the semester.

At semester's end, the employer and student will discuss the progress made in attaining the objectives and independently rate the progress (below). From this rating, plus seminar discussions, individual conferences, term assignments and on-the-job evaluation, the instructor/coordinator will determine whether or not the student has performed his/her work experience objectives.

OBJECTIVES	RATING
A. ______________________________ ______________________________ ______________________________	A. ____________
B. ______________________________ ______________________________ ______________________________	B. ____________
C. ______________________________ ______________________________ ______________________________	C. ____________

Sample 4 – Continued

OBJECTIVES	RATING
D. ____	
____	
____	
____	D. __________
E. ____	
____	
____	
____	E. __________
F. ____	
____	
____	
____	F. __________

Rated By ______________________

Title ______________________

Date ______________________

Rating Scale:
A – Superior
B – Above Average
C – Average
D – Below Average
U – Unsatisfactory

Sample 5

SCHOOL SERVICE ASSOCIATE COOPERATIVE EDUCATION PROGRAM

FIRST YEAR

Semester 1		Course	Credit
SocSv	128	School Service Employment Practicum – 1	5
SocSv	147	School Service Employment Skills	2
SocSv	131	Introduction to School Service	3
			10

Sample 5 – Continued

Semester 2

SocSv	129	School Service Employment Practicum – 2	5
SocSv	141	Learning and Development	3
SocSv	151	Communication Skills 1	3
			11

Summer Semester – 6 weeks

SocSci	151	Psychology of Human Relations	3
SocSv	136	Introduction to Exceptional Learners	3
			6

SECOND YEAR

Semester 1

SocSv	130	School Service Employment Practicum – 3	5
SocSv	142	Language Art Activities	3
Math	190	Mathematics Workshop	3
			11

Semester 2

SocSv	132	School Service Employment Practicum – 4	5
SocSv	143	Concept Development Activities	3
SocSv	133	Childrens Literature	3
			11

Summer Semester – 6 weeks

Eng	152	Communication Skills 2	3
ViCom	137	Instructional Media	2
			5

THIRD YEAR

Semester 1

SocSv	134	School Service Employment Practicum – 5	5
SocSv	145	Classroom Management	2
SocSv	151	Art Activities for Children or	2
NatSci	131	Physical Science Survey	3
			9-10

Semester 2

SocSci	153	American Institutions	3
SocSci	110	Basic Economics	3
			6
		TOTAL:	68-69

Sample 6

COMBUSTION ENGINES SERVICING

(4-12 CbnESv)

One-Year Diploma Program
Combustion Engines Servicing (31)4-12:3

Dept.	Course No.	Course Title	Hours per week	Voc. Cr.
FIRST QUARTER				
CbnESv	301	Fuel Systems Shop	4 Shop	1
CbnESv	303	Fuel Systems Principles	2 Related	½
(CbnESv	307)	Electrical and Tune-Up Shop	16 Shop	
CbnESv	309	Electrical Principles and Tune-Up	4 Related	4
CbnESv	331	Shop Practices 1	2 Related	½
Weld	305	Fundamentals of Oxyacetylene Welding	2 Shop**	(1)
			30	
SECOND QUARTER				
CbnESv	312	Mobile Hydraulics	2 (1 Rel.; 1 Shop)	½
(CbnESv	319)	Power Components Shop	16 Shop	4
CbnESv	320	Power Components Principles	4 Related	1
CbnESv	332	Shop Practices 2	2 Related	½
CbnESv	345	Preventive Maintenance Service	4 Shop	1
Weld	305	Fundamentals of Oxyacetylene Welding	2 Shop**	(1)
			30	
THIRD QUARTER				
(CbnESv	306)	Engine Overhaul and Installation	16 Shop	4
CbnESv	315	Engine Operation and Construction	4 Related	1
CbnESv	335	Applied Science	2 Related	½
CbnESv	338	Emission Control Shop	4 Related	1
CbnESv	339	Emission Control Principles	2 Related	½
Weld	300	Fundamentals of Arc Welding	2 Shop**	(1)
			30	
FOURTH QUARTER				
CbnESv	333	Refrigeration & Air Conditioning Principles	2 Related	½
CbnESv	334	Refrigeration & Air Conditioning Shop	4 Shop	1
CbnESv	336	Specifications and Data Analysis	2 Related	½
(CbnESv	341)	Front-End and Brake Shop	16 Shop	4
CbnESv	342	Front-End and Brake Principles	4 Related	1
Weld	300	Fundamentals of Arc Welding	2 Shop**	(1)
			30	

**Credit for the first quarter's work is contingent upon the completion of the second quarter of this course.

The Course numbers above that are shown in parenthesis are the courses used for Voc. Ed. Co-op Credit.

Sample 7

COOPERATIVE EDUCATION TRAINING AGREEMENT FOR PRESENTLY EMPLOYED CO-OP STUDENTS

This training agreement is (1) to define clearly the conditions and schedule of training whereby the student, ______________________, is to receive training in ______________________ and (2) to serve as a guide to the cooperating parties: the (company and agency) and Milwaukee Area Technical College in providing the student with opportunities for education and training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences (training plan) and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school.

The student agrees to pursue the prescribed course of study and to take advantage of every o opportunity to improve his/her efficiency, mobility, knowledge, and personal traits so that he/she may enhance his/her opportunities in a chosen occupation as an employee at the termination of the training period.

In addition to providing practical instruction, as outlined in Addendum "A," the employer agrees to aid in an evaluation of the student's progress of learning on the job.

The training period begins the ________day of ______________
and extends through the ________ day of ______________ .

______________________	______________________
STUDENT	NAME OF EMPLOYER
______________________	______________________
DATE	NAME OF COMPANY OR AGENCY
______________________	______________________
INSTRUCTOR-COORDINATOR	

Teacher

BUSINESS/INDUSTRY TOURS FOR TEACHERS

Donna Groh
Occupational Specialist for Student Services
The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

Circumstances

The purpose of the tours is to create an interface between parents, educators, students and businessmen. Of major concerns are (1) exposing the classroom teacher to the world of work and the implications it provides for the classroom environment, (2) extending the awareness of student career potential in the Sarasota County area, (3) providing business/industry the opportunity to identify their needs in reference to school programs, and (4) permitting business/ industry to explain the services they can provide to the classroom teacher.

Objectives

1. To give the teacher an overview of the functions of a specific industry or business.
2. To acquaint the teacher with the specific occupations associated with that industry or business.
3. To identify for the teacher the duties and responsibilities of workers in those occupations.
4. To expose the teacher to the kind of school experiences that a student must acquire before engaging in the actual work activity.
5. To give local business/industry an opportunity to inform teachers how the schools can help meet their needs and ways in which local business/industry can serve the schools and the students of Sarasota.

Linkages

The Sarasota Hyatt House, host business. Ten secondary teachers from varied disciplines, one school administrator, one school board member, and an occupational specialist for student services were the tour participants.

Process

The following was written by Caroll Manak, executive housekeeper of the Sarasota Hyatt House and coordinator of the business/industry tour.

Business Point of View
Career Education Tour

Why did the Sarasota Hyatt House wish to participate in a Career Education tour? Too often our personnel department is informing the young people of Sarasota of the job opportunities the educators who come in contact with our young people of Sarasota—the teachers and school board members. They can return to their classrooms with the information of job opportunities and careers in the hospitality industry.

The hospitality industry is continually expanding and forever seeking future employees and management trainees for their ideas. Hyatt has a management trainee program where the Director of Public Affairs seeks college students to take part in the program, but the best place to start is our own back yard, meaning the Sarasota community.

The Hyatt House as an employer is seeking those students who want a rewarding career with excellent benefits.

Prior to the Tour

It was announced at the hotel's weekly staff meeting that the Sarasota Hyatt House would be participating in a Career Education tour. The initial response was not very enthusiastic. Once a discussion began on what the tour would accomplish and how the hotel staff would participate, it was then realized that this was an excellent opportunity for our hotel to get information into the community of Sarasota regarding the opportunities and benefits Hyatt House has to offer. It was decided to have a trial run of the tour the day before, involving only the staff members. This would allow time to offer suggestions and confirm that the staff would be providing the information requested by the occupational specialist.

After the Tour

The response from the hotel staff, teachers and school board members was fantastic! All parties involved felt a great deal had been accomplished. The hotel staff members were able to inform the tour participants of the requirements of the community while they in turn were able to inform the hotel of the community's requirements.

The tour was also very thought-provoking. Discussions lead to the idea of the Sarasota Hyatt House giving a similar tour to students.

Because of the tour, a better understanding between the tour participants and the Hyatt staff was established and a new line of communication was opened.

Outcomes

The following are some direct quotes of the teachers in response to the two questions listed:

1. If another business/industry tour were to be held, what changes, or recommendations, would you make to planners?

2. What additional types of information would you have liked to have received?

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Hospitality & Recreation	Business & Industry	Advisory & Consulting Employment Information Program Planning	Field Trips Exploration	Attitudes & Values Career Planning Economic Understanding Environment Interpersonal Relations	Full Time Part Time

Sample 1

AGENDA

BUSINESS/INDUSTRY–CAREER EDUCATION TOUR

Host: Sarasota Hyatt House
1000 Blvd. of the Arts
Sarasota, Florida 33577

October 4, 1977

General Session 8:30 a.m. (General Manager) Orientation into Hotel Industry

Orientation – Food and Beverage Department (Food and Beverage Executive)
Kitchen (Chef)
Restaurant (Hugo's Manager)
Beverage (Beverage Manager)
Stewards (Executive Steward)
Catering (Catering Director and Banquet Manager)
Purchasing (Director of Purchasing)

Orientation – Rooms Division (Rooms Executive)
Front Office (Receptionist)
Reservations (Reservations Manager)
Bellstaff (Bell Captain)
Housekeeping (Executive Housekeeper)
Laundry (Manager)

Orientation – Engineering (Chief Engineer)

Orientation – Accounting (Controller)

Orientation – Executive Offices Secretaries (Executive Secretary)

Orientation – Sales Department (Director of Sales)
Sales (Sales Manager)

Orientation – Personnel Department (Manager)

Sample 2

BUSINESS/INDUSTRY TOUR EVALUATION

HYATT HOUSE TOUR

		strongly agree	agree	undecided	disagree	strongly disagree	not applicable
1.	The orientation gave me an overview of the tour and prepared me for the visit.	5	1				
2.	The tour was interesting enough to hold my attention.	5	1				
3.	Enough time for questions was provided.	5	1				
4.	The tour provided me with enough information about the business/industry visited.	5	1				
5.	The tour made me aware of the processes, procedures, and requirements related to employment with this company.	5	1				
6.	Sufficient opportunity for contact with employees was provided.	3	3				
7.	There was enough discussion related to attitude development.	4	2				
8.	Company representatives sufficiently emphasized potential occupational opportunities and related advantages, e.g., fringe benefits, advancement.	5	1				
9.	My knowledge of current employment trends increased.	5	1				
10.	I gained new insights into careers and career opportunities.	5	1				
11.	Company representatives identified career opportunities for college graduates, high school graduates, and others.	5	1				
12.	This experience increased my knowledge of local training opportunities and programs for college-bound and non-college bound students.	5	1				
13.	This experience increased the potential for a regular flow of communication between school administrators, teachers, guidance personnel, and business/industry personnel in the Sarasota County area.	5	1				

COMMENTS

1. If another business/industry tour were to be held, what changes, or recommendations, would you make to planners?

   (1) If all tours could be this great, you would have nothing to improve.

   (2) None really, it was excellent.

   (3) This was my first such trip and I was very impressed with everything. It was really handled beautifully.

Sample 2 – Continued

(4) Allow at least a few minutes of free time.

(5) A list of names and schools who participated. Speak at teachers' meetings about this tour so that more teachers would participate in it.

2. What additional types of information would you have like to have received?

(1) None

(2) I would have liked a copy of a personnel application form to share with students.

(3) Samples of types of forms used at hotel. I did ask for an application form and received it.

Sample 3

SCHOOL/COMMUNITY CAREER PROGRAMS

The School Board of Sarasota County, Florida
2418 Hatton Street
Sarasota, Florida 33577

The following are programs that involve the business/industry community and the Sarasota County schools. All these programs are being coordinated through the Student Services Office. For additional information, please contact: Donna Groh, Occupational Specialist, Student Services, 2418 Hatton Street, Sarasota, Florida, 33577; (813) 958-8831, Ext. 225.

Business/Industry Tours for Teachers: The purpose of the tours is to create an interface between parents, educators, students and businessmen. Of major concerns are (1) exposing the classroom teacher to the world of work and the implications it provides for the classroom environment, (2) extending the awareness of student career potential in the Sarasota County area, (3) providing business/industry the opportunity to identify their needs in reference to school programs, and (4) permitting business/industry to explain the services they can provide to the classroom teacher.

Mini-Lectures for Teachers: Because of limited funds, as an alternative to business/industry tours, we are proposing that various businesses come into individual schools and present a program about their business to teachers. This would be done during a professional day or after school hours. Teachers could be given in-service credit for this activity. (Proposed)

Career Exploration Program: These activities allow students to see the relevancy of school to the world of work and to have the opportunity to make more realistic career decisions.

A. **Individual Shadowing**—This type of career exploration allows an individual high school student the opportunity to visit and explore a specific work location in the community. This activity is initiated by the individual student through their school guidance department.

B. **Specialized Career Days**—A specific career area will allow groups of students to visit and explore, in depth, various businesses during the normal working day. These activities are initiated by local businesses and organizations and coordinated by the Student Services occupational specialist.

Field Trips and Resource People for Students: Pariticipating businesses are able to work closely with the school programs in providing needed career educational experiences in the form of field trips and

Sample 3 – Continued

providing classroom speakers. The participating businesses will also be included in the Sarasota County Schools Community Resource Directory.

County-Wide Job Fair: Student Services is planning a County-Wide Job Fair to be held in the spring for graduating serniors who are seeking permanent employment upon high school graduation. We will be asking business/ industry representatives from Sarasota County with job openings to meet and interview students interested in permanent full-time careers. SARASOTA GRADUATES MAKE FINE EMPLOYEES!!

Community Job Development Program: Each spring the Chamber of Commerce and the Area Manufactures Association survey their membership for job openings to which students and recent graduates can apply. Upon identifying an opening, participating businesses are asked to return a pre-paid postcard to the School Board Office of Placement and Follow-Up. Watch for an announcement this spring.

Sample 4

CAREER EDUCATION WORK EXPERIENCE: BUSINESS/INDUSTRY TOURS FOR SECONDARY TEACHERS

A. The objectives of the in-service program will be:

1. To give the teacher an overview of the functions of a specific industry or business.
2. To acquaint the teacher with the specific occupations associated with that industry or business.
3. To identify for the teacher the duties and responsibilities of workers in those occupations.
4. To expose the teacher to the kind of school experiences that a student must acquire before engaging in the actual work activity.
5. To give local business/industry an opportunity to inform teachers how the schools can help meet their needs and ways in which local business/industry can serve the schools and the students of Sarasota.

B. Upon completing the in-service program, the teacher:

1. Will be able to relate concepts and skills taught in the classroom to their use in specific occupations.
2. Will have identified the values, interests, abilities, needs, and other self-characteristics as they relate to occupational roles.
3. Will be able to describe opportunities, potential satisfactions, required roles of workers and other related dimensions.
4. Will be able basically to describe modern work sturucture, work environments, and organizational characteristics.

C. The in-service program will be conducted as follows:

1. The Career Education Office will identify a field trip site, a business or industry in the community.
2. The Career Education Office will meet with personnel at the site to arrange details of the visit including date and time required to complete the visit. At that time company representatives

will be given the Business/Industry Tour Information Guide suggesting the types of information teachers might expect from the company.

3. The Career Education Office will notify the principal and the occupational specialist in each secondary school that a trip has been arranged and request selection of a specific number of staff to participate.

4. The principal and/or the occupational specialist will explain the in-service program to the school staff including what to expect on the tour and the requirements for in-service credit. Selection of participants should be made only after the faculty understands the program.

5. The occupational specialist will submit to the Career Education Office the names of the participants and will be the contact person for questions and completing necessary forms. If needed, participants will be required to arrange for their own substitutes. Funds to pay for substitutes will be provided through the in-service program.

6. Participants will be notified of time and place to meet. Business-industry representatives will conduct the tour.

7. Participants will be responsible for making a presentation, either written or oral, to their respective departments as the last requirement of the in-service program. The Career Education Office will provide each participant with an outline to assist them with the presentation. One copy of the presentation will be submitted to the Career Education Office and one to the respective school principal.

8. Before the tour, the participant will receive from the occupational specialist (a) an evaluation sheet to critique the experience, (b) a School/Work Relationship form to describe in one or more paragraphs how the concepts and skills taught in his/her classroom are used in the specific occupations viewed during the tour, (c) an outline to assist them with their presentation, (d) a tour agenda, and (e) a special "GREEN" substitute form.

D. The participant will receive up to 10 hours exploratory in-service credit for each experience provided that he/she:

1. attends the full session;

2. completes the evaluation and submits it to the Career Education Office;

3. submits the School/Work Relationship form to the Career Education Office for approval;

4. makes a presentation to his/her department;

5. submits a copy of the presentation to the Career Education Office and to the respective principal.

Additional in-service hours up to a total of 60 can be earned through future participation in the program.

Sample 5

BUSINESS/INDUSTRY TOUR PARTICIPANT EVALUATION FORM

I. Following are several statments relating to your tour. Please indicate your degree of agreement or disagreement by circling the appropriate alternative. Choose "Not Applicable" only if the statement has no application to the tour and to its objectives.

1. The orientation gave me an overview of the tour and prepared me for the visit.

   strongly agree agree undecided disagree strongly disagree not applicable

2. The tour was interesting enough to hold my attention.

   strongly agree agree undecided disagree strongly disagree not applicable

3. Enough time for questions was provided.

   strongly agree agree undecided disagree strongly disagree not applicable

4. The tour provided me with enough information about the business/industry visited.

   strongly agree agree undecided disagree strongly disagree not applicable

5. The tour made me aware of the processes, procedures, and requirements related to employment with this company.

   strongly agree agree undecided disagree strongly disagree not applicable

6. Sufficient opportunity for contact with employees was provided.

   strongly agree agree undecided disagree strongly disagree not applicable

7. There was enough discussion related to attitude development.

   strongly agree agree undecided disagree strongly disagree not applicable

8. Company representatives sufficiently emphasized potential occupational opportunities and related advantages, e.g., fringe benefits, advancement.

   strongly agree agree undecided disagree strongly disagree not applicable

9. My knowledge of current employment trends increased.

   strongly agree agree undecided disagree strongly disagree not applicable

10. I gained new insights into careers and career opportunities.

    strongly agree agree undecided disagree strongly disagree not applicable

11. Company representatives identified career opportunities for college graduates, high school graduates, and others.

    strongly agree agree undecided disagree strongly disagree not applicable

12. This experience increased my knowledge of local training opportunities and programs for college-bound and non-college-bound students.

    strongly agree agree undecided disagree strongly disagree not applicable

Sample 5 – Continued

13. This experience increased the potential for a regular flow of communication between school administrators, teachers, guidance personnel, and business/industry personnel in the Sarasota County area.

    strongly agree   agree   undecided   disagree   strongly disagree   not applicable

II. To help us improve these tours for future participants, please answer the following in as much detail as possible.

1. If another business/industry tour were to be held, what changes, or recommendations, would you make to planners?
2. What additional types of information would you have liked to have received?

Sample 6

SCHOOL/WORK RELATIONSHIP FORM

NAME ________________________________

SCHOOL ______________________________

DATE ________________________________

1. Which of the skills/concepts that you teach were identified as needs by the employer?
2. Explain how each of the above is used. Be specific.
3. What specific new knowledge did you gain from the tour?
4. Explain how you will apply the new knowledge listed above to improve your instruction and your curriculum. Be specific.

Sample 7

GROUP PRESENTATION
OUTLINE OF POINTS TO COVER

1. Describe purpose of company or organization.
2. Describe your tour (Where you started, areas or departments visited, and functions of each).
3. Careers identified.

Sample 7 – Continued

4. Employment opportunities.
5. Orientation, in-house training, incentives.
6. Educational needs of potential employees.
7. Implications for education.

Chapter IX

COOPERATIVE AGREEMENTS, POSTSECONDARY, ADULT, TEACHERS

MISC.
K–12

TEACHERS

MANUFACTURER ESTABLISHES CAREER EXPLORATION PROGRAM FOR TEACHERS

Mr. Tim Frisby
Frisby Manufacturing Co.
Elk Grove, Illinois

Circumstances

Mr. Tim Frisby of Frisby Manufacturing Company was interested in the implementation of career education in his community. His initial efforts were thwarted by an expressed lack of interest on the part of school officials. This did not stop Frisby. He eventually helped to establish Project Elementary Vocational Education (EVE)—a hands-on career exploration program for teachers.

Objectives

1. To identify community career education resource persons
2. To prepare career education materials for use in the classroom
3. To increase teacher knowledge of the business/industry fields
4. To create positive feelings about career education in the teachers and administrators
5. To provide staff development materials and activities for educators designed to increase their knowledge and appreciation of the world of work
6. To provide work experience opportunities (paid and/or unpaid) for staff persons in education within the business/labor/industry community

7. To familiarize teachers with economics

Linkages/Participants

Elk Grove, Illinois, School System.
Twenty firms of Elk Grove, Illinois.

Process

Mr. Tim Frisby operated the Frisby Manufacturing Company with about one hundred and fifty employees. He helped to implement Project EVE to help teachers in the Elk Grove School System understand career education. This project operated as a graduate-level course in after-school hours and allowed teachers, with the aid of twenty local firms, to visit plants, observe workers on the job, and then share their experiences in the classroom.

Project EVE had various activities to implement career education in the schools with the twenty local firms' assistance. Within Project EVE was another project—an Economics Teacher Project—in which teachers are taught a twenty-week course in economics. The course was taught by persons from the local business/industry community. It was a helpful way of increasing the teachers' knowledge of their own business/industry community. Later, teachers used some of the same resource persons in their classrooms.

Another activity within Project EVE was the use of industrial resource persons to speak at local PTA meetings. The activity informed parents and teachers of the community about the opportunities for youth in careers.

Still another activity of Project EVE was the "Popcorn Factory" in one elementary school. In one day elementary school students were made aware of forty different occupations. Many were able to experience hands-on situations with most of the occupations.

In arranging for the use of business/labor/industry personnel within the classroom, a system was developed to have the business person meet with the teacher two weeks prior to the actual visit to make plans. An evaluation sheet for the educators to assess the business/labor/industry personnel's presentation in the class was designed to improve career education resource people.

Field trips to the assisting twenty firms were offered to the teachers of Elk Grove. During the field trips students are assigned to employees on a one-to-one basis with the employee actually conducting a tour for the student. This procedure helped many students establish contacts with adult employed workers who can be used as resources for help in various kinds of decisions—including career decisions—faced by the student. This procedure has helped both students and employees to recognize and appreciate their own worth and the value of work.

Problems

1. It is a big job to convince the community to really support career education. Many educators and non-educators feel career education is another educational fad rather than a lasting reform movement.

2. The school administrators have to be convinced of the value of career education. Convincing only the teachers is not as effective as convincing the administrators and teachers.

3. Career education has to operate as a concept to be infused into all existing programs, not as a new program to be added to all others. People get the impression that career education is another program to compete with other educational programs for funds and a place in the school curricula.

EVALUATION

1. Elk Grove teachers will participate in the EVE Project. At least half of the teachers took part in the EVE Project or the Economics Teacher Course.

2. Community resource persons will be identified. A list of key persons from the business/labor/industry community who could go into the schools and interact with students was compiled.

3. A positive attitude about career education will be initiated and developed. Mr. Frisby found resistance to the career education concept at first, but with the success of the various activities and his perseverance with the community he implemented a procedure for making the teachers, administrators, students, and public at large aware of careers.

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MISC.
K–12

Counselor

Teacher

BUSINESS AND INDUSTRY SPONSOR CURRICULUM THROUGH "SPICE"

Unified School District 290
Ottawa, Kansas

Circumstances

Unified School District 290, Ottawa, Kansas, sponsored Sequential Planning of Instruction for Career Education (SPICE), a kindergarten through twelfth grade Career Education Exemplary program based upon the Kansas Model for Career Education. The project is in its third year. The first year involved the development of community and staff awareness, the establishment of a Career Education Council, the hiring of personnel, the planning and writing of materials, and the testing of the materials in pilot classrooms. The second year was concerned with district-wide implementation of the project. During the third year an adaption/adoption model for use in other districts was developed and disseminated and a spring Drive-In Conference was held.

The Project SPICE gained support from the business and industry community. Many facets of career education were carried on in the district on all three levels of instruction. Teachers, parents, students, and the business community demonstrated enthusiasm for career-oriented programs, such as Career Day, Trade and Industry class, and other occupational study units. Counselors committed themselves to the assisting of students in any way possible in making better adjustments to life. Administrators and the Board of Education were concerned with meeting the needs of all students. What SPICE provided was the coordination of individual efforts and concerns into a purposeful whole, adding to what had been done in the past.

Objectives

1. To use career information for selection of a vocation
2. To enable high school seniors to work at a selected vocation for one school year
3. To use on-the-job experience for supplementing high school courses
4. To offer high school seniors the opportunity to learn vocational skills
5. To allow high school seniors the responsibilities required by business and industry in the work world
6. To provide careers

Linkages/Participants

Kings Radio.
Haven Steel Company.
Sky Hook Company.

Process

SPICE Project extended career education from the classroom into the community. Today's curriculum should be, and was in the SPICE Project, an experience curriculum where hands-on contacts and actual rather than simulated activities occur. The local environment offered many opportunities for direct observation or participation by students.

One of the responsibilities of the school was to develop Kansas citizens who could function effectively in a changing state. If this responsibility was to be fulfilled, then it was important that during the course of a student's education, he or she developed a thorough understanding of the organization, function, problems, opportunities, heritage, aesthetic attributes, and offerings that were inherent in the community in which he or she lived and worked. The use of Ottawa as a teaching and learning laboratory was a means to an end.

The following summaries are examples of ways the community of Ottawa assisted the education of its young people.

1. *Advisory Council* – Local business people served on the Council since the inception of SPICE Project, assisting in everything from planning stages to recommendations to the local Board of Education. Various occupations were represented, including bankers, beauticians, and farm suppliers as well as college professors and news reporters. Their interest was significant for building bridges of communication.

2. *Speakers* – Classrooms in the local schools utilized over 250 persons each year. The topics ranged from bee keeping to truck driving, from compost making to computer science, from cake decorating to square dancing. One group of retired teachers toured the elementary schools demonstrating the arts of soap making and weaving in costumes reflecting by-gone days.

3. *Study Tours* – Each year students were taken to local and area businesses. The local Chamber of Commerce compiled a list of sites willing to share their experitse with students. A wide variety of situations was available so that the teachers chose appropriate activities related to their classroom study. Study guides for a designated master tour for each grade level were available.

4. *Industrial and Educational Intern* – To familiarize business persons and teachers with each others' jobs, they spent a minimum of one-half day in someone else's occupation. Teachers were provided with substitutes, so they could pot plants at a greenhouse, ride with a police officer on duty in a police car, and set type for a newspaper advertisement. In turn, business people shelved books in the library, coached basketball, and read stories to children. In many cases, the so-called interns in both groups returned gratefully to their own jobs, but they gained a broader understanding of what was involved in the other person's job.

5. *Work Study* – Over 75 percent of the students were placed in an actual work experience. The juniors in Career Exploration were unpaid and rotated through various jobs which they chose. Girls tried auto mechanics and boys tried helping with the Headstart Program. The business education students learned firsthand the application of their skills. Learning what is undesirable about a given job was as important as learning of the desirable outcomes. Paid employment was available through the trade and industry program. At least twenty businesses agreed to work with students from the special education classes.

6. *Shadowing* – From time to time students spent half days with a relative or other adult as he or she went about his regular occupational task.

7. *Action* – In their senior year students attended high school in the morning and worked at a selected job in the afternoon. The guidance counselors consulted with the seniors in using the career study information to select a vocation. The students were to stay with their selected vocation for a year.

For example, vocational electronics was offered as an extended study by Kings Radio of Ottawa. The seniors who selected elctronics enrolled in a correspondence course which was paid for by Kings Radio. Upon completion of the internship and course, the students were offered jobs with Kings Radio.

Problems

1. Students did not always appear at their afternoon jobs.
2. Visible outcomes of everyone's effort should not be expected for two years or longer.

Evaluation

1. Attendance at school will improve. With the initiation of the job-study program attendance at high school improved over what it had been.
2. Students will obtain on-the-job experience. At least 75 percent of the students were placed in on-the-job situations.
3. Students will be employed after completion of high school. In some businesses 100 percent of those who worked part time during the senior year were hired for full time work.

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MISC.
K–12

PACIFIC SOUTHWEST AIRLINES TEACHES STUDENTS

Mr. Glenn Eliott
Director of Educational Services
Pacific Southwest Airlines
3225 North Harbor Drive
P. O. Box 81185
San Diego, California 92138

Circumstances

Pacific Southwest Airlines (PSA) is an example of how one company can influence education.

PSA's original school programs started in 1969 at the elementary and junior high school levels. The program now includes high school and adult programs, too.

Process

ELEMENTARY PROGRAM

Basically this unit covers all areas of the curriculum. It gives the student broad opportunities for studies in human relations, mass communications, the basic workings of a business in our economic system, writing skills, and art. The program also provides basic career exposure to air transportation.

Students are enthusiastic about creating their own advertising programs, planning training programs, and establishing realistic budgets for their air operation. One finance director of a sixth grade airline issued the following order: "all estimated salary schedules are to be submitted to me by Wednesday, and remember don't come up with any wild figures because we only have 10 million dollars to operate this airline."

The unit is designed for classroom use over approximately a nine week period. After an organizational week, the class works on the unit once or twice a week. The nine week period gives the students an opportunity to receive answers to their inquiries and to prepare for a culminating activity which is usually a simulated flight on the airline for "passengers" from other classes in the school. The simulation includes ticket sales, passenger service, baggage check-in, and related activities.

HIGH SCHOOL PROGRAM

The original PSA Air Transportation Careers high school program was established cooperatively with the San Diego City and County school districts. The course was developed by Glenn Elliott, Director of Educational Services at PSA, and teacher Dick Medenwald. The original elementary school airline simulation is an integral part of the course. Subject matter courses are included, too: oral and written communications, public relations, airline routes and geography, FAA and other regulatory agencies, flight familiarization, general aircraft servicing, fixed-based operations, major U.S. airports, meterology, general counter procedures, operations, air freight billing, IATA ticketing, ramp procedures, and general airline operations. The course runs 360 hours. Class meets two hours per day, five days per week, for one semester. In addition to the classroom work, students receive work experience at San Diego International Airport on ticketing, reservations, ramp service, customer relations, and operations. Students also receive work experience at fixed base operations, air freight facilities, rent-a-car services, various FAA facilities, and the weather bureau. PSA, Delta and American Airlines participate.

Outcomes

A high percentage of the students in the high school program have either been employed in the industry have gone on to advanced training. Fifteen percent of the graduates have been employed with commercial air carriers, 20 percent have been placed in general aviation fixed base operations, 20 percent have found employment in directly related fields such as air freight and rent-a-car services, 35 percent have enrolled in higher education to upgrade their skills and find employment in air transportation in the future.

(Reprinted from "Report, Action Programs," Industry Education Council of California, 555 South Flower, P. O. Box 71498, Los Angeles, CA 90071.)

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Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Work Study	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations	Full Time

MISC.
K–12

GENERAL MOTORS SUPPORTS CAREER EDUCATION

Anthony G. DeLorenzo
Vice President
General Motors Corporation
(Public Relations Staff)
Detroit, Michigan 48202

Circumstances

Career Education was initiated by Congress with the enactment of a law in 1968 and received further emphasis in 1974 by establishing the Office of Commissioner for Career Education in the USOE. Career Education is a response to a national demand that the educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. It is not a separate subject. It requires only minor redirection of existing education programs, facilities and staff and so should not involve greatly increased costs for public education.

Objectives

To provide students of all ages necessary information and developmental experiences to prepare them for living and working.

Linkages

Plant City Committee to coordinate GM's involvement with plant city area school.

Each GM unit manager should have a person, such as the supervisor of education and training, directing the unit's career education activities.

The manager of Educational Relations, GM Public Relations Staff, will coordinate GM's involvement with state and national career education organizations.

Education Relations, Public Relations Staff, will serve as the clearinghouse for dissemination of information and other forms of guidance and assistance to and from GM Public Relations Regional Managers, Plant City Committees and Field Relations Committees.

Educational Relations will monitor GM's involvement in Career Education programs and report findings to GM management.

Process

General Motors will encourage and support Career Education in all educational institutions. It is the responsibility of each appropriate GM manager to become acquainted with leaders of Career Education in his areas of jurisdiction and (1) inform them of GM's existing educational relations policies that support Career Education objectives; (2) determinine how GM can best interact to support Career Education as defined and implemented by the local schools; and (3) offer appropriate assistance consistent with other GM locations to aid programs of Career Education. Such assistance may include, but is not restricted to, elements such as those listed on the next page.

1. Provide qualified, effective classroom speakers and panelists on specific careers and career areas from time to time
2. Provide periodic plant and facility visits that emphasize people skills and work environment as well as products so educational people may relate classroom subjects to such work
3. Provide individual career experiences such as having students work for a day with an employee, if reasonable and safe, or participate in a cooperative education program
4. Cooperate with local school authorities in designing realistic curricula for various careers and the development of career teaching aids
5. Cooperate with local school authorities in career orientation programs for teachers, especially counselors, technical and vocational teachers and Career Education Coordinators
6. Provide films and displays on careers and processes
7. Help develop support for Career Education, such as by serving on industry-education advisory councils

Outcomes

All GM organizations involved in Career Education program services are to understand Career Education as it is interpreted and implemented in their state and community and know what reasonably be expected from GM in their areas of jurisdiction. To facilitate this orientation, the following resources are suggested:

A. Invite the State Career Education Director and/or the local School Coordinator of Career Education to present the orientation program

B. Invite State or Local Chamber of Commerce Career Education Director to present orientation programs

Evaluation

Determine after a period of years if Career Education is contributing significantly to the success of General Motors by developing potential employees with better entry level skills, positive work attitudes, better academic skills, greater appreciation of their contribution to society and a greater understanding and appreciation of the role of the free-market system in our society.

(A paraphrase from General Motors Corporation executive speeches before Career Education groups.)

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MISC.
K–12

INDUSTRY AND CE WORK TOGETHER

Geneva, Ohio

Circumstances

Geneva's Career Education Program has developed an approach in scheduling large group field trips in a short period of time thanks to the efforts of local industry, the superintendent of schools and the audio-visual director.

Objectives

"Because of the impracticality of touring 300 children within 30 minutes, it was decided that some pre-tour data for classroom usage was vitally needed to minimize tour time at the plant," explained William Porter, superintendent of the Geneva District.

Process

A meeting with George Manning from True Temper, Bruce Gresham of Geneva Rubber and John Haesler of Coca-Cola, Foods Division, was arranged with school officials, resulting in Phil Belden, head of the audio-visual program, developing special materials for each tour.

These materials consisted of a narrated set of film strips, and a co-ordinated written tour description. With this each pupil can see, hear, and read about each of the ten key areas in each plant visited prior to the actual visit.

This enables the large group of children to take a "walk through" tour without the typical guide presentation that lengthens the time in touring a plant. Children see the posted numbers at each station and can refer to their written description for specific data regarding the work or workers in that zone.

A production kit was also developed from each plant so that the products made could be viewed by the children prior to the time of the tour.

All 345 fourth graders visited the Geneva Rubber and the Coca-Cola Foods Division plants in an effort to show them industry in its role in the community.

The complete eighth grade class of 290 visited the True Temper in Geneva as part of seeing, hearing, and experiencing firsthand what jobs and occupations are like within the manufacturing area.

Outcomes

The program director indicated that they hope to further develop this approach in the coming year by including more plants in the program.

(Taken from "Career Education," publication of Geneva Area City Schools, Geneva, Ohio, 1976.)

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MISC.
K–12

13–14

THREE DISTRICTS FOCUS ON CAREERS

Orange County Consortium–Career Education Project
Orange Unified School District
370 North Glassell
Orange, California 92666

Circumstances

A state-sponsored Regional Occupational Program was already operating at the high school level. Using that program as a basis, the Orange-Santa Ana Consortium–Career Education Project obtained a grant under Part D of the Vocational Education Act. With the addition of state and local funds, the grant provided a $750,000 budget for a three-year period.

The participating communities have little in common. Orange is a relatively wealthy city, predominately white. Santa Ana has a 50 percent minority population, mostly Spanish-speaking and blacks, and is a low income, working class community.

Objectives

Jack Sappington, project director, says, "We try to give our students a grounding in basic academic subjects–but with a *purpose* so they'll have some idea of careers available in the world of work and some skills they can use in putting their foot on the first rung of the ladder."

Mr. Sappington cited the task of changing the attitudes of parents and teachers as one of the initial major hurdles in implementing the program.

Linkages/Participants

Fifteen schools from three school districts in Orange and Santa Ana joined in developing a working model in career education from kindergarten through community college.

Process

A needs assessment indicated that curriculum revision to emphasize the learning of skills along with educational fundamentals was one of the first changes to be addressed. The following three-year timetable was used to establish this successful working model.

Year One

- Assessment of needs.
- Development of curriculums for five of the Office of Education's career clusters (Fine Arts and Humanities, Health, Communications and Media, Consumer and Homemaking Education, and Business and Office).

- Curriculum guidance by secondary counselors.
- Development of media projects.
- In-service training of teachers and counselors.

Year Two

- Development of curriculums for five additional OE occupational clusters (Public Service, Construction, Hospitality and Recreation, Marketing and Distribution, and Transportation).
- Field test Year One curriculums.
- Develop guidance components for elementary schools.
- Establish facilitators at all schools.
- Continue in-service training of teachers and counselors.

Year Three

- Development of curriculums for five final OE occupational clusters (Agribusiness and Natural Resources, Environment, Manufacturing, Marine Science, and Personal Services).
- Field test and evaluate Year Two and Year Three curriculums.
- Redesign staff positions for continuity of project.
- Document major project activities.
- Continue in-service training of teachers and counselors.
- Expand work experience for younger students.
- Expand programs for schools outside the original consortium.
- Relate to other special projects in the district such as consumer education, early childhood education, career planning centers.

Mr. Sappington and an assistant director hired two teachers, one elementary and one high school, as full-time specialists to supervise the program, which was gradually extended to all age level classes.

Money incentives were provided to encourage individual teachers to develop, test and refine career education units. A teacher or counselor from each of the 15 participating schools was designated as a facilitator, and paid an additional $800 a year. Beyond providing coordination with the central staff, the facilitators assisted teachers in selecting or developing, field testing and evaluating career-oriented curriculum materials. They also established resource centers at each school.

Mr. Sappington recruited the counselors at the high school and community college levels. They were encouraged to divide their responsibilities and became specialists in different areas. Together they tremendously increased the infusion of career education's emphasis on technical and human relations skills.

Outcomes

During the three-year period approximately 100 career education curriculum units were developed by Orange-Santa Ana teachers. The elementary schools have guests describe their jobs in the classroom every Monday morning. Puppets are being widely used at the elementary level because they have adapted so successfully in communicating the many bilingual programs.

One junior high school has a career lab staffed by seven volunteer parents and available to students during their free time. Mini courses, speakers and career "learning stations" that relate to regular courses are all contributing to career education at the junior high level.

Santa Ana Community College teachers have written 33 career education units. In conjunction with the Regional Occupation Program, the Orange-Santa Ana Career Education Program now offers 65 courses. A craft store in a shopping center and a tractor-trailer diesel rig are just two of the many resources that equip the program.

All types of community resources now pervade this program and Mr. Sappington expects the involvement of business, industry, and labor to increase. He says, "What we've tried to do is drive career education so deep into the curriculum that it will never come out. In another five years, it won't be visible as a program at all, but an integral part of every teacher's basic approach to education."

(Taken from *American Education,* U.S. Office of Education, December 1975.)

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Handicapped

NEUROLOGICALLY HANDICAPPED DEVELOP VOCATIONAL SKILLS

Kansas Neurological Institute
Topeka, Kansas

Circumstances

To develop marketable vocational skills for the profoundly and severely retarded, the Kansas Neurological Institute needed a program that involved training simultaneously with actual production. Such a program was to help train the residents in attention span and motor skills while creating opportunity for individual progress, for completion of a job, for earning money from work, and for advancement to future jobs in community life.

Many research studies have been completed at KNI to develop methods of instruction for teaching motor skills and attention span to the retarded. Using this research as a base, KNI contacted an industry to provide supplies for producing a marketable product combined with implementing a learning procedure.

Objectives

The following objectives were met in the program:

1. To produce assembled medical kits for the Munns Medical Supply who sell to hospitals throughout the country
2. To increase attention span and motor skills of the profoundly and severely retarded residents
3. To develop vocational skills used in industry
4. To enable residents to realize satisfaction from work accomplishments
5. To enable residents to experience payment for production work by receiving a paycheck
6. To allow residents to use money in the way they choose

Linkages/Participants

Munns Medical Supply, Topeka, Kansas

Process

The Kansas Neurological Institute is a multi-service facility providing residential care and treatment and habilitation programs for over 450 of the State's retarded citizens currently ranging in age from 2 to 30 years. KNI strives to develop all residents to their maximum potential. For some, the goal may be limited to responding in some small way to other people; for many, the goal may be limited to achieving the most basic daily living skills, and for others, the goal may be to realize marketable vocational skills.

To provide basic training in vocational skills along with actual production, KNI entered into a contract with a local medical supply company, Munns Medical Supply. As a result, the KNI's Work Production Center was developed. Here, residents were employees, abiding by the same rules and regulations they could expect if employed in the community.

The staff at KNI worked out a method to determine the bid for the production of medical kits. The task or kit to be assembled was completed by a normal individual, whose time taken to produce the kit was multiplied by the minimum wage ($2.30 an hour). This determined the bid which KNI submitted to Munns Medical Supply on a specific kit.

KNI entered into a contract with Munns Medical Supply. KNI was to supply the labor and Munns was to provide the material for the various types of kits per specified prices. Both parties entered into the contract with the understanding that deadlines for completed kits must be issued well in advance of production.

The Munns Medical Supply Company brought the raw materials to the KNI and picked up the finished medical kits, thus eliminating these two phases of production. The company was allowed to enter the Work Production Center of KNI anytime for inspection of working conditions.

The undertaking of training and production simultaneously at the KNI required many detailed plans for identifying procedures, scheduling the residents and recording time-per-work accomplished. There were 107 tasks identified in the production work, and the work procedures were blocked into one hour work periods. At Level I the resident sat in a seat and assembled a thermometer kit. A major emphasis of Level I was on attention span. The resident continued at Level I until he/she could work a four-hour block of time.

At Level II the resident worked on an assembly line where the work is done in a standing position. Again work was introduced at one-hour intervals until the resident could work under less supervision for one hour. The resident learned to undertake more responsibility to complete an assigned task in the assembly line. At Level III the assigned work was a more complex task. Since the most complex of the medical kits contained 19 items, there were a variety of experiences offered in the production work.

The resident established a pace until the progress was at a level adequate to introduce a graded system of work rates. The graded system had three work rates—low, middle, and high. As a resident progressed through the production scheduling, the resident experienced requirements of the three work rates demanded for work production.

To determine the pay for work done by the resident/production worker, an assigned "piece-rate" was based on the contract-bid-price-per-kit. The "piece-rate" correlated to a time study for each task which had been compiled by the staff. Therefore, the residents were taking the role of employees, abiding by rules and regulations, and receiving real pay.

At an assessment meeting every six months, the work production and the progress in training for each resident were evaluated by the combined effort of the staff. The records on each resident's work in the Work Production Center were the the focus of the evaluation. The staff found this system of joint evaluation in going over the records of work to be vital to the expectant level per resident and to the designated outflow of medical kits.

Problems

1. Ninety-five percent of the KNI residents are profoundly and severely retarded; therefore, much time is required to accomplish a precise segment within a vocational skill.

2. Step-by-step procedures to follow in teaching vocational skills simultaneously with actual production work required much expertise from professionals in special education, psychology, and production management.

3. The system was complex. There were 107 tasks interlaced with scheduling production and the recording procedure. One big reference chart emcompassed this information.

4. The relationship of paycheck to work production took a long time to be understood by the profoundly and severely retarded individual. For example, some residents threw their paychecks away because they could not comprehend the relationship between money and checks.

5. The goal for a resident to work in the real community has not thus far been accomplished by the program. It is a future goal.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry	Advisory & Consulting Student Evaluation Equipment Provision		Attitudes & Values Interpersonal Relations Self Concept	

MISC.
K–12

CAREER EDUCATION ON AN ISLAND IN MAINE

North Haven Project for Career Development
North Haven, Maine

Circumstances

The North Haven Project for Career Development is an excellent illustration of how one rural community structured a career education program to meet their unique needs. North Haven, an island community of about 300 year-round residents, is located 13 miles offshore Rockland, Maine. Its economy is tied to a summer vacation community and to the marketing of fish and shellfish. The business and occupations on the island, therefore, reflect a limited range of job opportunities. There are two boatyards, a general store, two building contractors, an electrician, two plumbers, a post office, three garages, and a seasonal pulp-cutting operation. Most of the year-round residents work in one of these areas, fish, or work as a caretaker for a summer resident.

The situation in North Haven is interesting because it exemplifies several typical rural constraints relevant to the implementation of a career education program; geographic isolation, a small population, limited career and educational references, and limited school resources.

Objectives

The school faculty at North Haven felt that despite these problems, the students on the island would benefit from a career education program. So they organized the North Haven Project for Career Development. Some of the many activities supervised by the project are described on the following page.

Process

- The North Haven School has a "Looking at Careers" center where students can review both commercially and homemade multi-media profiles of variety of careers . . . everything from long haul truck driver to a veterinarian's assistant.
- Students in North Haven enjoy Thursday "specials" where off island visitors come to describe their careers. Visitors have included an ex-secret service agent to two Presidents describing police and security work and a psychologist talking about his career as a family counselor.
- A play-jobs house is a permanent feature of one room of the North Haven school. It is open for free play to all elementary children and furnished with basic kitchen equipment, dress-up clothes representing different career roles, a puppet theatre with police persons, construction workers, and nurses as puppets, and a store front. Children explore many roles there.
- A "Career Seminar" organized for high school students in North Haven is designed to help them clarify their values, explore a variety of career areas of high appeal, develop job survival skills, and actively pursue career and educational interests. The methods used to achieve these goals include video tape, simulations, career exploration materials, and field trips.

(Reprinted from "Communicating Successful Career Education Practices to Rural Schools," Career Education Project, Cashmere, Washington 98815, No. 7, September 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Self Concept	

13–14

WORK-STUDY PROGRAMS
PREDOMINATE AT COMMUNITY COLLEGE

La Guardia Community College
Long Island City, New York

Circumstances

La Guardia Community College was established in Long Island City, a white ethnic blue-collar community located just across the East River in Queens from midtown Manhattan, New York. It is listed as one of New York's eleven poverty areas, with lower median income and higher unemployment than the entire city. A heavily industrialized center district of factories and warehouses is encircled by residential areas. The population is 80 percent white, composed largely of second and third generation Europeans of Italian, Irish, German, and Greek descent. Increasing numbers of Black and Puerto Rican families are coming to the neighborhood. The 1970 census indicated that adults in Long Island City averaged between nine and ten years of schooling, below the citywide average.

The newly selected president for La Guardia recognized the strong work orientation of the residents' values in Long Island City. Young people surpassed their parents' schooling just by completing high school. La Guardia Community College would attract students only with a strongly work-related program. Furthermore, by providing such a program, the college would not only express basic respect for the cultural background of its students, but simultaneously provide a new academic experience.

Before La Guardia planned a specific academic program, the president of the college and the initial core of administrators held meetings with the Rotary Club, PTA, community action agencies, and local unions. People were told that a community college was being developed and asked what they wanted from the college. The following objectives were specified by the college's administration: (1) extensive work-study programs; (2) close articulation with local feeder high schools; (3) experimentation in instructional methods and organization; (4) development of curricula in the liberal arts, business, and human and public services.

Given such a clear mandate from area residents—the need to attract students from this environment and the commitment of the La Guardia administration to a work-study focus for the new school—the objective of providing extensive work-study programs was to be the point around which the community college revolved. La Guardia was consciously planned, from the outset, as a cooperative education institution.

The community college established its identity as a cooperative institution. The catalog devoted pages and pages to cooperative education. The student counseling center published a student orientation handbook for new students through the college paper which included a full page of questions and answers about cooperative education at La Guardia. Although a number of students who were enrolling for the first time, including both students directly out of high school and adults, were not aware of the cooperative program, most students were. On student surveys the cooperative program consistently ranked among the top reasons for choosing La Guardia. Additionally, the community college is beginning to achieve national prominence for pioneering in cooperative education.

Objectives

1. To mesh learning in academic and work settings
2. To practice or apply career-oriented skills learned in the classroom to the non-classroom situation
3. To explore various career possibilities or to confirm the realities of pre-selected careers
4. To develop personal and vocational growth and maturity
5. To develop experientially generated increased knowledge of one's major field or other area of academic interest

Linkages/Participants

Two hundred business, industry, and labor groups of Long Island City, New York.

Process

All full-time students at La Guardia were required to take three internships. Each internship lasted for a full quarter, and students normally worked a forty-hour week on the job. A total of nine credits was given for the internships. Students were expected to attend eight consecutive quarters to graduate; there was no summer vacation. They earned sixty-six credits, including nine credits in cooperative education, eight quarters at the college. The co-op experience was a requirement of all students. Ninety percent of the students were paid by their employers for their internships; payment normally ranged between $80-$120 a week.

La Guardia co-op coordinators were hired on faculty budget lines; they were considered faculty by the college, and there was no evidence of a diminished status within the college. The coordinators were responsible for finding placement openings for students in a wide array of job settings. A list of over 600 intern placements had been developed from which students were free to select. Descriptive information regarding responsibilities, duties, and needed skills was provided for each listing. The placements ranged from filing and office clerk to computer technology assistant. The list of employers has grown impressively since La Guardia opened; now more than two hundred employers participate representing more than twenty career areas.

Prior to their first internship, students were required to take a Co-op Prep course which met officially once a week and was taught by a coordinator. The Co-op Prep course was used to test and evaluate the kinds of performance which would be expected of students on the job. They ran through simulations of their job interviews.

The second requirement of the students on internships was the co-op seminar, which met once a week, normally at night. The seminar provided an opportunity for students and coordinators to examine and evaluate the intern experience. The purpose of the seminar was to use the internship as a learning laboratory. Students were required to make observations about themselves in the work setting, both before the group and in writing.

A sequence of three seminars was designed to match the development which occurs within students as they complete their three internships. The first of these, "Work Values and Job

Satisfiers," introduced students to work settings and the expectations made of students on the job. The seminar was designed to clarify work valued through examination of work experience. The second seminar was developed with two options—one for students who were clear about their career choice and one for students who were still unsure about a career. The third seminar was an independent research project which allowed students to examine an aspect of their intern experiences as it related to their academic studies.

Students then took their first internship. Students gained a field experience which provided them with new information about the world. Thus, the co-op curriculum achieved a continuity which guided the student through intellectual constructs, and placed the student in an internship where those constructs were reality-tested.

Problems

1. Students who scored low on basic skills tests are required to take compensatory courses for little credit. They often dropped out of school in frustration over unfulfilled expectations.

2. There was disagreement among faculty on the value of the jobs Basic Skills normally held. For example, some felt there was no substance to working at McDonald's and the students cannot learn responsibility in a part-time job.

3. It was difficult to place data processing students on the job.

Evaluation

Students will be prepared for jobs upon completion of the course. Many students were hired by their employers upon graduation; if not, they had made contacts on their internships which proved useful to them.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Equipment Provision Hands-on Experiences	Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	Full Time Part Time

JUNIOR COLLEGE OFFERS UNIQUE TYPE OF VOCATIONAL EDUCATION

Labette County Community Junior College
Parsons, Kansas

Circumstances

Congress has cited cooperative education as a priority area in legislation. A new mood of social responsibility exists in the business and industrial community. Large numbers of youth are unprepared for satisfying employment of continuing education and lack an appreciation of the value and dignity of work. Today youth are interested in more relevant educational opportunities and the taxpayer is demanding more accountability.

Representing a new and unique type of vocational education for community junior colleges in Kansas, the Cooperative Industrial Training Program was developed as a joint effort between the junior college and the State Department of Education in an attempt to meet the vocational education needs of Labette County and surrounding communities. The program originated as a cooperative vocational education curriculum involving the junior college, business, industry, and the community at large. It might be thought of as an adaptation of the apprenticeship system to modern society. Cooperative Industrial Training is designed for learners who seek education and experience in an occupational field or vocation of their choice. This program helps a student become more employable or lay further educational plans in his or her chosen field by providing occupationally related classwork and related job experience.

Objectives

1. To the student

    A. To give college credit for work experience
    B. To offer vocational exploration
    C. To offer vocational training
    D. To interest the potential dropout
    E. To help offset the college expenses

2. To business and industry

    A. To obtain trained employees
    B. To offer employers a voice in the vocational education of today's youth
    C. To improve employees' attitude toward work

3. To the community

    A. To alleviate welfare and unemployment problems
    B. To strengthen cooperative attitude between school and community
    C. To provide more productive taxpayers
    D. To reduce tax dollars needed for facilities and equipment to train students

Linkages/Participants

Kansas Department of Education, Topeka, Kansas.

Employers:

- C-Energy, Welch, Oklahoma
- C & H Electric, Parsons, Kansas
- Cablevision, Parsons, Kansas
- Central Financial Services, Fort Scott, Kansas
- Charles Smith Construction, Parsons, Kansas
- City of Erie, Kansas
- City of St. Paul, Kansas
- Crockett Farms, Parsons, Kansas
- D & M Plumbing, McCune, Kansas
- Day and Zimmerman, Parsons, Kansas
- DeMerit Construction, Chanute, Kansas
- Elixir Industries, Oswego, Kansas
- Emerson Electric, Independence, Kansas
- Evans Body Shop, Chetopa, Kansas
- Fraker's Farms, Parsons, Kansas
- Funk Manufacturing, Coffeyville, Kansas
- Galesburg Grain, Galesburg, Kansas
- Good Samaritan Nursing Home, Parsons, Kansas
- Greaves Nuway, Parsons, Kansas
- Greenbush Seed and Supply Company, Girard, Kansas
- Hines Farms, Erie, Kansas
- Hizey Construction, Parsons, Kansas
- Howard Johnson Furniture, Parsons, Kansas
- Huntsman, Incorporated, Chetopa, Kansas
- J & H Grain Elevator, Parson, Kansas
- Johnson Farms, Parsons, Kansas
- KAAP, Parsons, Kansas
- K G & E, Parsons, Kansas
- Kansas Department of Transportation, Altamont, Kansas
- Kansas City Southern Railroad, Pittsburg, Kansas
- Kansas Diesel Products, Parsons, Kansas
- Kephart Farms, Thayer, Kansas
- Labette County Engineers, Parsons, Kansas
- Labette County Highway Department, Oswego, Kansas
- Labette County Medical Center, Parsons, Kansas
- LaForge & Budd Construction, Parsons, Kansas
- MKT Railroad, Parsons, Kansas
- Mitchell Oil Company, Parsons, Kansas
- Oman Construction, Parsons, Kansas
- Paper's Farms, Parsons, Kansas
- Parsons Fire Department, Parsons, Kansas
- Parsons State Hospital and Training Center, Parsons, Kansas
- Police Department, Parsons, Kansas
- Post Office, Parsons, Kansas
- Power Flame Division, Inc., Parsons, Kansas
- Price's Farms, Parsons, Kansas
- Ruskins Manufacturing, Parsons, Kansas
- Scaletty Heating and Cooling, Parsons, Kansas
- Searles Construction Company, Parsons, Kansas
- Southwestern Bell, Parsons, Kansas
- Sportsman Supply Store, Parsons, Kansas
- St. Paul Manor, St. Paul, Kansas
- Superior Concrete, Parsons, Kansas
- Superior Research and Development, Parsons, Kansas
- Taylor Products, Parsons, Kansas
- TecTank, Parsons, Kansas
- Valley Distributors, Parsons, Kansas
- W. W. Farms, Parsons, Kansas
- Westhoff Construction, Parsons, Kansas
- Work Incentive Program, Parsons, Kansas
- York Farms, Parsons, Kansas

Process

A student enrolling in the Cooperative Industrial Training Program at Labette County Community Junior College may graduate after one year (nine months), receiving a vocational training certificate in the occupation in which he received his training. A high school diploma is not required if the program is taken for a vocational certificate only. College credit is earned at the rate of twelve credit hours per semester for a total of twenty-four credit hours. Six semester hours credit for classroom instruction and six hours of credit for the on-the-job training is received each semester. The classes are taught by the C.I.T. coordinator and other instructors participating in the occupational college courses.

For the individual who knows fairly well the occupation he or she wants to enter, the C.I.T. program provides an excellent opportunity for vocational training. For example, a student who wants to be a carpenter might attend school in the morning; and in the afternoon he or she would be on the job working with an experienced carpenter. In reality, his or her employer is a teacher with the school. The student is learning the trade under real life conditions. In the related study class, he or she studies carpentry as it applies to the work he or she is actually doing on the job. Upon graduation from the program, this student is better prepared to earn a living. In addition to receiving training and school credit, the student is paid an amount comparable to other beginning workers by the employer.

Three things are involved in the learning of a trade or occupation. They are (1) technical and related information, (2) development of personal-social traits which are actually needed in getting along with others, and (3) manipulative skills which are actually needed to perform the job.

In the C.I.T. program the technical information can be taught by the employer or the school. In most instances it can be taught more effectively by the school in the Direct Related study class. The actual development of personal-social traits along with other traits vitally needed by every worker are stressed in the General Related class. The purpose of the General Related class is to present information which is of general interest to the entire class, such as Social Security, labor laws, taxes, saving and investing, and budgeting.

The C.I.T. program is under the direction of a coordinator, who supervises the practical work experiences and correlates the school work of the student. He is also responsible for getting the ninety-one employers to participate in the program.

The program is established so that each student is allowed to select the type of training he or she desires, provided of course that it is possible to locate a suitable training agency. The student should have a fairly good idea of the type of training he or she is interested in before he asks admission to the program. The training can be in any trade, industry, or service occupation. The job should be such that the training required amounts to at least one year of organized instruction and work experience on the job. Some of the occupations in which individuals have obtained training at Labette County Community Junior College are auto mechanics, carpentry, dental assistant, electrical appliance repair, florist, meat cutting, printing, service station management, welding, accounting, bookkeeping, teacher aide, insurance secretary, medical secretary, business management, shop supervision, and trade foreman.

Problems

1. Selling the program to all employers. Initially this is difficult; after the program has been in operation and other employers recommend it, getting additional and new employers to participate becomes easier.

2. The coordinator makes the program a success or failure.

3. It takes at least two years to get a C.I.T. program into full production. Students also have to be sold the program as well as employers.

Evaluation

1. Business and industry will participate in the Cooperative Industrial Training Program—approximately 91 businesses and industries have employed the students.

2. Students will earn college credit. Last semester 588 college credit hours were awarded to C.I.T. students.

3. Students who would not otherwise attend school will participate in vocational programs. Over 450 students have experienced the program.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Full Time

13–14

UNIVERSITY OFFERS INTERNSHIP IN MEAT PROCESSING

Kansas State University
Manhattan, Kansas

Circumstances

Part of the difficulty in adapting to the world of work is translating technical knowledge into practical skills. This is true whether the occupation be engineering, medicine, or animal sciences.

Many schools maintain shops, factories, or whatever the occupation demands to simulate the real business and/or industrial world. Ultimately it is impossible, impractical, and expensive for universities to imitate industrial and business conditions and to keep up with technical advancements. Also, if by chance a college shop or factory were to be successful, it would then come into direct competition with commercial organizations.

To link education and industry and/or business by coordinating classroom theory with real-world experience, the Animal Science Department of Kansas State University devised an internship for the students interested in meat processing and/or meat production areas of animal science. In turn, the advanced technology and information obtained at the agriculture experiment colleges can be turned into profit by meat processing and meat production companies.

Objectives

1. To experience all phases of meat processing
2. To observe the use of research incorporated in the meat processing business
3. To allow the student to apply fundamental principles of meat processing to practical problems
4. To contribute to the advancement of knowledge in the field of meat processing through a required written report on an assigned problem
5. To allow the meat processing companies to plan for their manpower needs in advance

Linkages/Participants

Iowa Beef Processors, Emporia, Kansas
Missouri Beef Packers, Wichita, Kansas
Rodeo Meat, Inc., Arkansas City, Kansas
Theis Meat, Inc., Great Bend, Kansas
Farm Land Foods, Inc., Garden City, Kansas
Armour Company, Phoenix, Arizona
National Livestock and Meat Board

Process

The animal science faculty in the College of Agriculture, Kansas State University, in cooperation with meat processing companies conducted seminars on various facets of meat production. The duration of the seminars varied from one to three days, depending on the topics covered. In the seminars the most recent research information was presented. The meat processing companies outlined their most recent developments for efficient methods of operating the meat processing plants, new products that had been created from meat by-products, skills in management, and the cost of production.

After attending the seminars, the students were ready to receive on-the-job training at the meat processing plants. The students enrolled in a required meat packing course which entailed from one to five weeks with one or more meat processing companies that have joint agreements with the College of Agriculture.

The students became involved with a variety of jobs related to meat processing: the bookkeeping of the business; the cattle buying activities; butchering of the animals; judging prime, choice, or grade of meat carcasses; the packaging, labeling, and shipping of meat cuts; and machine maintenance within the plant. The students were visited during the work assignments for an evaluation of the student's assigned activities with the meat processing company.

Students were also evaluated by the employer, who received a type of employer appraisal sheet to be filled out by the student's supervisor in the meat processing company. The supervisor was asked to evaluate the development, work, attitudes, and skills used and acquired on the assignment. Its primary purpose was to serve as a developmental tool for students. Supervisors were encouraged to discuss their appraisals with the students and to suggest ways their performance might be improved or which skills should be developed.

When the student returned to the Kansas State University campus, the field professor also reviewed the appraisal with the student along with the student's appraisal of the job experience in the meat processing company. The purpose of this procedure was to help the student place his or her total work experience in a proper perspective and to encourage continued improvement. It also helped the field professor to audit student development.

This system of education was mutually beneficial to all particpants. The students had work experience in their chosen career; many were hired upon graduation by the cooperative employer. The meat processing employers got a good look at the student and hired those who best fit the manpower needs of the company. The company then could plan for its manpower needs in advance, and there was less time and risk involved in recruitment. Through the program a loop was developed between KSU and the meat processing industry.

Problems

1. The cost of living in another city while participating in the meat processing work experiences was a financial hardship to the student. There were no monetary returns for the experiences.

Evaluation

1. The students will be assessed according to their accomplishments and failures during their participation in the meat processing work experiences. All students have an evaluation report on file for reference to future employment.
2. The students will assess their experiences during their participation in the meat processing company. All students have a written report of their experiences on permanent file in the College of Agriculture, Kansas State University, Manhattan, Kansas.
3. The students will be able to apply the fundamental principles acquired in undergradute courses to practical problems of meat processing. All students had to adapt and produce during their meat processing work experiences or else they failed the course.

4. The students will deal with a research problem in some area of meat processing. All students wrote a report on a topic involved with meat processing.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Marketing & Distribution	Business & Industry Labor	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Work Study Equipment Frovision Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full Time Part Time

13–14

Adult

COLLEGE MAINTAINS TASK-ORIENTED WORK PROGRAM

Warren Wilson College
Swannanoa, North Carolina
Ashville, North Carolina

Circumstances

Warren Wilson College was started as an elementary and secondary school in 1894 by a missionary of the Presbyterian Church, to serve the poor white Appalachian population. Then called the Ashville Farm School for Boys, the students worked and operated the farm in exchange for their education. In 1942 the farm school was merged with another local school and a junior college program was incorporated into the curriculum, including vocational and liberal arts programs. During the 1950's the high school program was dropped. In 1965 Warren Wilson College became a four-year liberal arts college discontinuing its vocational education programs.

Through these changes, the Work Program remained, with all students working on the farm and maintaining the college community in return for room and board and some tuition. Dr. Henry Jensen, having an interest in work and academics, began a reorganization of the work program. Utilizing the philosophy of rotating the workers and scholars from the factory and fields to the university, Jensen designed the work program where students and faculty members work together to run the farm and maintain the college facilities.

Objectives

1. To offer organizational skills and techniques through a cooperative work program
2. To allow the students to develop and explore their own capabilities
3. To give the students a sense of building and maintaining their own community
4. To provide the students a liberal education through discovery, learning, and applying those arts that use resources economically for the benefit of the community
5. To provide students wages for their endeavors
6. To prepare graduates for gainful employment

Process

The Warren Wilson Farm has 100 acres under cultivation, 200 acres in improved pasture, and 500 acres of timber land. There were 100 brood cows and 50 sows. The work program began out of necessity to operate the farm. The work program had always been assumed to hold value for the students' education. Additionally, work performed by the students was also a source of financial assistance for those students who would not otherwise be able to attend college.

The Ashville community used to be isolated from the college until the 1970's when the Ashville residents were encouraged to use the campus facilities and to get acquainted with the college. Community residents came to the college and were impressed with the facilities the students had built and maintained.

The student body of Warren Wilson College numbered over 450 students. Over 35 percent of the students come from the Appalachian Region, 20 percent from 25-30 overseas countries, and the remainder from all regions of the United States.

In addition to their classes, all resident students worked 15 hours a week at the rate of $2 an hour which is applied to their room and board. The school hired no blue-collar workers and except for professors and administrators few of the white-collar variety. Students tended livestock and operated a slaughterhouse to provide beef and pork for the college dining hall. They cooked and served the food. They did the laundry, operated the heating plant, made electrical and plumbing repairs, and managed an auto shop.

Students worked as secretaries, receptionists, and photographers. They wrote news releases, ran a snack bar, and kept the grounds. They worked as nurses' aids or as technicians in chemistry, biology, and physics laboratories. A third of the buildings on the campus were built by the students and faculty members.

All students were also required to plan and complete a service project before the start of their senior year. Some recent projects included working with children in an orthopedic hospital, tutoring high school students, counseling in a church camp, organizing a small town library, and preparing a scale model of the buildings on campus.

Evaluation

1. The students will develop alternative careers or avocations. Some graduates have worked as piano tuners, plumbers, carpenters, and furniture makers, while majoring in education, science, etc.

2. The students will develop a sense of themselves and confidence in their ability to change and cope with their changing environment. With a background of skills, many students are provided with alternative careers, if they should lose the job they are currently holding.

3. The school will have a 100 percent work participation. Every student in the college works to make the school go.

4. The curriculum will be task-oriented. Evaluation of job performance is as important in the school as is the passing of tests.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies	Advisory & Consulting Career Guidance/ Counseling Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Coop. Education	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Part Time

13–14

Adult

RETAIL STORES PROVIDE INTERNSHIPS PROGRAM

Northwest Missouri State University
Marysville, Missouri

Circumstances

Retail sales of clothing or home furnishings is hard work—a fact that is difficult to affirm to students in the home economics classroom and/or business course. A home economics professor at

Northwest Missouri State University realized that the students in the merchandising field needed to experience the actual hard work that was involved in all the nicely displayed goods in the retail stores. The professor felt that students needed the opportunity to relate the theory of the class with the practical aspects of the job. Therefore, she initiated and developed an internship program for her students with retail stores in the area.

Objectives

1. To experience on-the-job work in the merchandising field
2. To view the total process involved in retail store from unit buying to customer assistance
3. To apply theory learned from books in a classroom to real problems that exist in buying and selling goods
4. To associate with the successful businessmen and women in the merchandising field
5. To experience the responsibility of meeting deadlines for displays or handling customer problems

Linkages/Participants

Jones Store, Kansas City, Missouri
Macy Department Stores, Kansas City, Missouri
Wolf Brothers Store, Kansas City, Missouri
Brandeis Store, Omaha, Nebraska
Yonher-Kirkpatrick Store, Omaha, Nebraska

Process

Through shared interests and efforts of the business department and the home economics department, a new type of Bachelor's degree was offered at Northwest Missouri State University. The degree, named "Merchandising of Textiles, Home Furnishing, and Apparel," had equal coursework and training in both home economics and business. Thirty hours credit from each field along with sixty hours of basic college courses comprised the program. A home economics professor who had her degree in merchandising urged the faculties of both home economics and business to acknowledge the working relationship needed between the two fields in order for the student who studied merchandising to be completely prepared when he or she graduated from the college or terminated his or her education. To complete the training, the student needed a period when he or she could apply the theory of both fields to the real world of work.

There were numerous businesses for the professor to contact for participation in an experimental work program. She preferred that the large department stores participate because a store had to be a certain size before it needed a full-time merchandiser, which is what the students were studying to be. At first the large exclusive retail stores in Kansas City and Omaha were hesitant about hiring students on a learn-and-earn basis, but they agreed with the hopes that better trained personnel would be available for employment.

The internship of the student in Merchandising of Textiles, Home Furnishings, and Apparel was a minimum of eight weeks in the summer months between the junior and senior years of college. The students in their junior year attended seminars presented jointly by the business department and the home economics department to prepare them for their summer internship.

During the summer internship the students worked in every phase of the store—selection of merchandise, unit buying, shipping and receiving orders, promotion of sales, displaying inventory, stocking the counters and racks, and keeping inventory books. Each week the retail store held a two-hour seminar to explain the operations of the store and the expectations of the employees in the various areas of the store. The minimum wage was paid to the students, and perchance the student had previous experience in a retail store he or she was paid accordingly. The stores rationalized that salary was a part of work and they wanted the students to enter whole-heartedly into the work of the store.

The students were required to tabulate their learnings while attending the work experience. The home economics and business concepts that students were required to know were noted in a practice notebook when and if they were applied in the work experience. In addition, a weekly diary was kept to record the work experiences.

During the internship a professor from the home economics department or the business department visited the store to assess the progress or problems of the student. After the internship experience, the student evaluated his or her own progress in merchandising. Each student gave an oral report on his or her retail work experiences to a committee comprised of both the business and home economics faculty. The notebooks and diary reports were graded by the home economics representative. Finally, the student's performance was evaluated by the store management on the instrument that the store evaluated all its personnel.

From all these evaluation reports, grades, etc., the student could make his or her decision—was his or her experience in the store and the impression he or she made on his or her employer acceptable for him or her to decide if merchandising was to be his or her vocation? If the student was not satisfied, he or she had the senior year to do something about it.

The retail stores who hesitated about participating in the program the first time gave their full support to it the second summer. The Northwest Missouri State University changed the status of the program from "probationary" to "approved." Above all, student follow-up indicated that the students in merchandising singled out the work experience as the most beneficial in their education.

Problems

1. Many students had difficulties in resisting their own sales promotion and the 10-15 percent reduction in store prices for employees. At the end of the summer they often had used their paychecks to purchase merchandise.

2. Since the university is small, there are more requests from stores for interns than there are students who are ready to take their internships.

Evaluation

1. The students will develop employable skills. In 1976 all the graduating seniors in Merchandising of Textiles, Home Furnishings, and Apparel were employed full time by the stores that had participated in the internship program.

2. The students will evaluate the internship program. The notebook on theory and practice, diary of experiences, oral report on merchandising to the faculty committee, and a personal decision on pursuing the vocation were evidence of what the students thought of the program. Since all students who participated in the program were employed upon graduation, the students approved of the internship.

3. The stores will evaluate the student employees. Written employer's evaluation reports and conferences between college representatives and store employers indicate every student was evaluated.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Consumer & Homemaking	Business & Industry	Advisory & Consulting Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences Role Models	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Full Time

Ages 2–6

Adult

MANUFACTURER ESTABLISHES CHILD DEVELOPMENT CENTER

TRW, Inc.
Houston, Texas

Circumstances

TRW, Incorporated, a Cleveland-based corporation that builds everything from auto and television parts to spacecraft, employs over 80,000 people throughout the world. The Houston Operation of the TRW systems took an unprecedented step of combining industrial capability, government funds, and educational expertise to develop a possible solution to one of the critical problems in the United States—lack of quality child care.

To better prepare disadvantaged preschool children, ages two through six years, for public school attendance, the Houston, Texas, branch of TRW, Inc., established a daycare facility entitled Urban Affiars Child Development Center. In cooperation with the New Careers Program, which trains disadvantaged people in social welfare types of programs, the Center was intended to provide instruction and experience for each child which would increase his/her mental abilities, physical skills, social adequacies, and emotional maturity—all positive attributes that TRW, Inc., feels a good employee should develop in school before he or she is ready for a successful role in the world of work.

Objectives

1. To equip each child enrolled in the program with coping powers and skill bank
2. To develop concept building and communication skills
3. To offer educational and health benefits for young children and their families indirectly in many positive ways
4. To hire staff directly from the neighborhood, thus providing employment for the disadvantaged
5. To give industry an opportunity to reverse the task of re-educating adults and to start participating in a more sound course of quality education in the beginning.

Linkages/Participants

Trinity University, San Antonio, Texas
Southwest Texas University, San Marcos, Texas
Local industries, Houston, Texas
U.S. Department of Labor

Process

The Urban Affairs Child Development Center in the heart of Houston's Fifth Ward poverty area was a daycare facility with a capacity for seventy-five children, ages two through six years. The doors were opened weekdays from 6:30 a.m. to 6:00 p.m. Breakfast, hot lunch, and two snacks were served. Children of one-parent families or potential welfare recipients were enrolled. Four degreed teachers were employed (two with Master of Science degrees, one of whom served as Center director), in addition to five assistant teachers, a full-time social worker, a cook, a housekeeper, and a secretary/bookkeeper.

Several unique features characterized the Center. It was one of the first industry-sponsored daycare centers in the country using employee and corporate contributions to operate a noncommercial Center as a community service and not for serving employees. Using 70 percent funding from the U.S. Department of Health, Education, and Welfare, TRW, Inc., as the sponsor, donated the 30 percent necessary to claim the federal matching monies through the State Department of Public Welfare after being certified as economically disadvantaged. The care provided enabled the parents to seek employment.

Other novel features were as follows: Through the U.S. Department of Agriculture programs, the Center was reimbursed 65 cents per child per day to help offset food costs, plus receiving surplus commodities as available. This practice reduced the budget by approximately $7,000 per year. Another budget reduction was the use of the New Careers Program, which trains disadvantaged people in social welfare types of work. Under this program the Department of Labor paid the trainee's salary for the first year while the Center provided them with on-the-job training. They worked thirty hours a week and went to college the remaining ten hours taking job-related courses. At the end of the training, the Center hired them as full-time employees.

Also unique was the teaming of industry with education voluntarily, from idea-stage onward, to develop adequate facilities, select personnel and assure a quality program rather than supply a babysitting service. Early childhood specialists from regional universities contributed their assistance.

Used as a part of the curriculum was the Fort Worth Central Cities Educational Development Center program, a curriculum developed in Fort Worth under a three-year HEW grant and specifically designed to serve preschool minority-group children from economically deprived homes. A battery of evaluation instruments were selected to measure gains in mental abilities, physical skills, social adequacies, and emotional maturity. The instruments were administered pre- and post-test at school-term intervals.

Major contributions from local industries and individuals in the Houston area made possible the $40,000 renovation of the facility, together with its equipment and furnishings, except educational equipment. The first year's budget was estimated at approximately $85,000. Parents paid on a sliding scale, with fees averaging 50 cents per child per week.

Industry has both the capability and the resources to be able to conceive and operate a project such as this. Educators, well aware of childcare needs in local communities, could tell indsutry the way and the how of becoming involved in projects similar to the Urban Affairs Child Development Center. The total society benefits when children are exposed to quality care in early years.

Problems

1. Getting both the state and the federal government, as well as people already involved in daycare, to understand that TRW, Inc., was not going into the daycare business as a product line or money-making venture, but rather trying to serve a need was the major problem of the program.

2. The Center was not at capacity level the first year of operation. It takes a while to get established with the economically deprived homes.

Evaluation

1. To build each child's coping powers and skill bank so that he/she can compete in all life tasks on a more equal footing with children from enriched environments. A battery of evaluation instruments were given, but first-year data are still in process of analysis. It appears that findings will be modified by family mobility factors.

2. To make preschool education financially available to children from economically deprived families. The fees of the school were on a sliding scale. The fees averaged 50 cents a week.

3. To employ the disadvantaged in the Center. The hiring of all staff was directly from the neighborhood, which was located in the heart of Houston's Fifth Ward poverty area.

4. To offer health benefits to the children of the Center. All children had two meals a day which met the nutritional requirements as specified by U.S.D.A. Any health problems received medical attention through Title IV-A of the Social Security Act.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Consumer & Homemaking Health	Business & Industry Government Agencies Postsecondary Education	Advisory & Consulting Career Guidance/Counseling Student Evaluation Tutorial Work Study Equipment Provision Hands-on Experiences	Work Experience Coop. Education	Attitudes & Values Career Planning Decision Making Environment Interpersonal Relations Self Concept	Full Time Part Time

13–14

MANCHESTER COMMUNITY COLLEGE/PRATT & WHITNEY AIRCRAFT APPRENTICE ASSOCIATE DEGREE PROGRAM

Thomas N. Davier
Coordinator of Contract and Grant Program
Manchester Community College
P. O. Box 1046
Manchester, Connecticut 06040
(203) 646-2137

Circumstances

Pratt & Whitney Aircraft Group in East Hartford, Connecticut, is located about four miles from Manchester Community College. It is the largest employer in Connecticut providing jobs for over 30,000 men and women. Among its many training and education programs are apprenticeship programs for Machine Operators, Jet Engine Metalsmiths, and Electronics Technicians. Each ot these programs contains over 5,000 hours of training combining classroom instruction and on the job training. At the request of Pratt & Whitney, Manchester Community College evaluated each apprentice program for the purpose of awarding college credit and incorporating such training into an associate degree.

Objectives

The objectives of the agreement between Pratt & Whitney Aircraft and Manchester Community College are:

1. To evaluate three apprenticeship programs for the purpose of awarding college credit for areas of training which were comparable to existing college courses and other areas of training considered to be college level
2. To supplement the apprenticeship training with additional college courses offered at the plant which would fulfill the requirements of an associate degree and prepare graduate apprentices for supervisory positions
3. To adapt college courses to be offered at the plant to the special interests and needs of Pratt and Whitney Aircraft

Linkages/Participants

The program is administered cooperatively through the Community Services Division of the College and the Education Assistance Office of Pratt & Whitney Aircraft.

Process

1. Manchester Community College faculty together with apprentice instructors prepared course syllabi from the course outlines and instructional materials for each apprenticeship program. Each new course was then approved for credit by the College Curriculum Committee and Faculty Senate.
2. Both the College and P&WA selected additional courses to supplement credits awarded for apprentice training and complete associate degree requirements
3. P&WA prepared transcripts which listed courses and provided for recording grades for apprentice training
4. A contractual agreement was written up and signed by both parties describing the terms of a cooperative apprentice associate degree program

Outcomes

Thirty college credits were awarded to each of three apprentice programs. Ten additional courses were selected to complete degree requirements. A three-year schedule of courses to be offered at the plant was established. Each semester over 200 apprentices register for on-site courses held before the second shift and after the first shift.

Subsequently, the College awarded credit for two other training programs and has begun the evaluation of another program.

Pratt and Whitney has been so pleased with results of courses offered at the plant that plans are underway to expand the number and types of course offerings.

Evaluation

After a year and a half in operation, the program has expanded considerably in terms of the number of participating employees and the number of courses offered at the plant. A summer session is scheduled for 1978 and plans to extend this program to other branch plants in Connecticut are underway.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Manufacturing	Business & Industry Labor Government Agencies Postsecondary Education	Advisory & Consulting Curriculum Enrichment Program Planning Equipment Provision Hands-on Experiences	Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding	

Adult

"GETTING IT TOGETHER"– OUR KIDS, OUR SCHOOLS, OUR BUSINESS

Information on obtaining the Bell System Aids to Education is available through your local Bell Telephone Company.

Objectives

This film is targeted at business, professional, labor and community groups to inform them of the purposes of career education–what it is and why they should get involved.

Process

The film asks, "Should the education of our children be *our* business, or left exclusively to the schools?" It then takes the viewer into actual classrooms to see how students learn basic subjects through the world of work.

Unstaged sequences provide a definition and demonstration of career education at work in different communities, from first grade through high school.

A Leader's Guide is available.

(Reprinted from Bell System Aids to Education materials.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies	Curriculum Enrichment Program Planning		Attitudes & Values Career Planning Economic Understanding	

Counselor

Teacher

GE INCREASES GUIDANCE CAPABILITIES

General Electric Foundation
Corporate Educational Relations Operation
Educators-In-Industry Programs

Circumstances

Believing that high school counselors were devoting an undue amount of time in assisting college-bound students while neglecting widespread inadequate job preparation, General Electric set out to upgrade the vocational knowledge and career guidance skills of educators.

The General Electric Foundation's support of career education and guidance and the General Electric Company's local and corporate programs provide a valuable backlog of experience. This company developed a means for communicating this experience by creating a partnership with other businesses and educational entities that can be productive for students. This means is entitled "Educators in Industry" and offers teachers and counselors a procedure for teachers and counselors to experience the world of work in their communities, so they will be better prepared to build occupational awareness and economic understanding into their day-to-day teaching curricula.

Objectives

There are many General Electric plant communities throughout the nation and GE instituted the Educators-In-Industry program to upgrade career guidance in junior and senior high schools, particularly for young minority group members and females. The program exposes counselors to the industrial environment and informs them about the current career opportunities in industry.

Specific objectives are designed to:

1. Provide educators with realistic job and work-related experiences and information
2. Assure an adequate flow of potential employees prepared intellectually and emotionally for existing careers in business and industry
3. Provide a coordinating and catalytic mechanism for use by business and industry in helping to enhance the career education expertise of teachers and counselors
4. Make available the people and facilities needed for exposing educators to the work environment of business and industry
5. Provide opportunities for continuing relationships between business/industry people and educators

Linkages/Participants

School systems in Cincinnati, Ohio; Portsmouth, Virginia; San Jose, California; Louisville, Kentucky; Lynn, Massachusetts; Erie, Pennsylvania; Irmo, South Carolina; and Bloomington, Indiana. Approximately 2,000 educators have received training in the Educators-In-Industry Programs.

Mr. Vincent McManus
Community Relations
General Electric Co.
1100 Western Avenue
Lynn, Massachusetts 01905
617-263-4322

Mr. William A. Lewis
Communications & Community Relations
General Electric Co.
Louisville, Kentucky
502-334-4531

Mr. Joseph M. Bertotti
General Electric Co.
Corporate Educational Relations
Fairfield, Connecticut 06431
203-229-2413

Mr. E. James Clark
Manager
Corporate Education Communications
General Electric Co.
Fairfield, Connecticut 06431
203-373-2409

Mr. Louis Staum
Employee & Community Relations
General Electric Co.
301 North Curry Pike
Bloomington, Indiana
812-336-2215

Process

Each location which utilized the General Electric resources for improving the knowledge and experience of occupations outside their own world of education followed the same procedure.

1. Determined the local needs and resources. It is important to determine the community needs and resources before establishing a program. A preliminary assessment was made to determine the following:

    A. What are the present and future job trends of interested companies?

    B. Do other industrial experience programs exist in the community?

    C. Are career education activities being conducted in the area schools?

    D. Is there a university or college with a graduate school of education or a department of continuing education in the community?

    E. Would businesses in the community participate?

    F. Will there be community support for the program?

2. Established an advisory committee. Because the program design varied according to the resources of each location, it was helpful to establish an advisory committee made up of individuals from the following areas:

    A. Representatives from interested businesses

    B. Representatives from the local university's Department of Education

    C. Representative from the area school board

    D. Teachers and counselors from the immediate school district

3. Appointed a program coordinator. It was helpful to appoint a program coordinator to assure effective carry-through of the program. In some cases a university or school system representative asked to coordinate the program, but General Electric personnel did provide primary leadership for the industrial experiences. The GE coordinator generally assumed a major role to assure the program's initial success and to oversee the necessary follow-up activities.

4. Scheduled program activities. In an effort to sustain the interest and enthusiasm of the participants, the Educators-In-Industry programs include a variety of activities. Proportionate amounts of time were given to the following:

    A. Formal presentations, such as lectures, films, and plant tours.

    B. Shadow sessions which were more than a traditional plant visit. Participants were assigned to employees during released time periods. The educators worked with or filled in for the employee. Both the educator and employee were briefed in advance of shadowing to ease the introductory period and to encourage open dialogue.

Follow-up group discussions among the educators were important to shadowing. Shadowing was a way for educators to gain firsthand industrial experience and an understanding of the industrial worker. This concept was unanimously endorsed by program participants and employees alike.

C. Informal and small group discussions. The availability of facilities, time, or personnel usually determined program planning. The coordinator ensured that allotment of time did not become weighted in one area. For example, speakers, films, and plant tours may require less coordination than shadowing or on-the-job experiences. It is the responsibility of the advisory committee to coordinate the participation of each representative group.

Because the programs were offered for academic credit in guidance and counseling, a university counselor-educator was needed to coordinate activities that require university evaluation and approval.

5. Established a basic format. The Educators-In-Industry programs followed one of these two formats fairly closely.

   A. The seminar included ten to fifteen weekly sessions of three hours duration that were conducted in the late afternoon, evening, or on Saturdays at the plant location and at the college, plus released time periods for field trips and shadow sessions. Seminar participants included five or six teams of teachers, counselors, and administrators from local schools. Each team included three to five individuals representing one school. If possible, teams were balanced according to age, sex, and race. Group size, however, usually depended on the availability of personnel and facilities.

   B. The institute was one to two weeks of full time sessions during the summer months with follow-up meetings during the year. Since the seminar was more feasible, practical, and attractive to teachers, the Educators-In-Industry was oriented to that format. In some locations, the seminar was preferred.

6. Determined budget considerations. The GE Company helped to underwrite the major expenses for the first year of the program. Other participating businesses and the Chamber of Commerce also were willing to contribute. In some locations, tuition costs were absorbed in part, or in total, by the participants seeking university credits. Budget considerations included the following:

   A. Opening and closing dinners

   B. Awards of recognition to be presented to the participants upon the successful completion of their projects

   C. Refreshments

   D. Materials, film rentals, and instructional supplies

7. Planned local publicity. Local publicity was an important motivational device and was essential to the program's success. It was important to call public attention to the program before it started. A luncheon to explain the program to local school superintendents provided an appropriate event for press coverage. Upon completion of the program, local press coverage was given to the participants when they received their awards of recognition. Then their projects were publicizied in follow-up community service press releases.

8. Planned a program evaluation. A program evaluation drawn up by the Advisory Committee was a helpful way to determine the successes and failures of the program. The participants suggested ways to improve future programs.

9. Planned a follow-up program. Upon completion of the Educators-In-Industry program, the coordinator followed the projects closely. Follow-up activities were planned to reinforce the relationship between educators and industry. Some of the activities included group discussions, reunion, luncheons, and workshops and newsletters.

Outcomes

The program has received the enthusiastic praise of GE personnel and educator participants, who gain valuable understanding of the education and training required for various industrial careers. "The programs have heightened the participants capacity to relate to, and counsel more effectively with (a) vocational or technically oriented students, (b) students without defined career objectives, (c) minorities and women, and (d) those with other career guidance concerns."

Samples

The attached samples include course description, invitation letter, program formats, and evaluation form.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Equipment Provision Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations	

Sample 1

COURSE DESCRIPTION

COURSE TITLE: ______________________________

CREDITS: ____________ Semester Hours, Graduate Level, ________________ University

LOCATION: (Name of town), using the facilities of the General Electric Company and (other cooperating businesses)

OBJECTIVES: To provide a field-based, team-taught graduate level course in career education that:

1. Provides the teacher or counselor with firsthand industrial experience and a knowledge of the world of industrial work.
2. Provides an opportunity for the participants to develop and enhance counseling skills in both individual and group settings.
3. Provides educators with an awareness of the education, training, skills and sources of motivation required for a variety of industrial jobs.
4. Provides an awareness of the need for improved career education in an era of high youth unemployment and rapid technological change.

METHOD:

1. All schools nominating teams agree to provide released time so that participants may attend the program sessions and take part in the "shadow" assignments at varying work locations during a regular working week.
2. Formal presentations and informal workshops will cover the education and skills required to perform various types of work in an industrial enterprise. Other sessions will address employment hiring and development practices, in-house educational development opportunities, supervisory problems and procedures, the nature and functions of unions, employment opportunities and employment projections.
3. Participants will be expected to develop a project based on course content and experiences, which they will submit to the faculty team and their sponsoring school system for approval and implementation. The project should be designed to improve the quality of career education services to students with whom they work. Credit hours will be given upon completion of the seminars and additional credits will be given upon the successful implementation of a career education project by each participating team.

Sample 2

INVITATION LETTER

The following letter, or announcement form, accompanied by a course description (See Sample 1) may be sent to the school superintendents in the area. Once each superintendent has selected a team for the program, the Advisory Committee screens the candidates.

Dear ________________

Sample 2 — Continued

We are pleased to announce that the General Electric Company, in cooperation with ________________ University, is offering to you and other selected school systems, a program in industrial career awareness for teachers, counselor and school administrators to be held ________________________.

It is the purpose of the Educators-in-Industry program to provide educators the opportunities to expand their career education resources to the business community, with the ultimate goal of improving occupational awareness among students.

In recent years, the Educators-in-Industry concept has been implemented successfully in several General Electric plant communities including Louisville, KY, Lynn, MA, and Erie, PA. A booklet showing how Educators-in-Industry programs relate to career education is enclosed.

You are invited to nominate three to five teachers, counselors or administrators from one school in your district to participate in the Educators-in-Industry program. You will be informed of the final selection of participants.

Thank you for your interest in career education.

Sincerely,

Sample 3

TYPICAL PROGRAM FORMATS

The following formats are taken from General Electric's experience with Educators-in-Industry programs. The Louisville format is comprehensive; the others show content outlines that can be adapted to local needs.

THE LOUISVILLE, KENTUCKY FORMAT

COOPERATING INSTITUTIONS: University of Louisville, Western Kentucky University, Three (3) credit hours upon completion of term project.

PROGRAM FORMAT: Twelve (12) three-hour class sessions (3:00 p.m. - 6:00 p.m.), Total 36 hours.

LOCATION: General Electric plant site, Opening and closing sessions at cooperating institutions.

PROGRAM OUTLINE:

Employment Practices: Recruiting techniques, available jobs, required qualifications, training techniques, growth potential, pay, opportunities and employment projections.

Industrial Design: Role of industrial design in industry, job requirements and pay ranges.

Medical Services: Environmental health and safety measures.

Hourly Employee Interviews: Four participants explore training, education, their jobs, pay, potential, personal goals and union-management relations.

Product Service Careers: Technicians describe their jobs in product service and installation. Discuss need for technicians.

Sample 3 — Continued

Education and Training: Training programs in manufacturing, engineering, relations and finance. Includes programs for college graduates, high school graduates and high school drop-outs.

Trainee Panel: Discussion group includes an apprentice tool and die maker, a relations trainee, manufacturing trainee, engineering trainee and financial trainee.

Relations Session: Panelists includes managers of Employee Relations, Communications, Community Relations, Plant Facilities and Union Relations. Panel discusses careers available in relations and facilities work, training and experience, growth potential and salary ranges.

Non-Exempt Employee Interviews: Representatives might include a secretary, key punch operator, draftsman, technician, printer, industrial nurse.

Manufacturing: Managers of manufacturing and their staffs describe their jobs and the interrelationship with other components. A tour of the manufacturing facility is often helpful.

Engineering: Engineers with different work experience, length of service, training and level of responsibility discuss careers in engineering.

Minority Relations: Minority recruiting, affirmative action programs and career potential for minorities.

Union Relations: Representative discusses nature and function of unions in industry.

CONTACT: Mr. William Lewis, Dial Comm 8–334-4531

THE ERIE, PENNSYLVANIA FORMAT

COOPERATING INSTITUTIONS: Cannon College, Edinboro State College, Three (3) credit hours upon completion of term project.

PROGRAM FORMAT: Eleven (11) three-hour class sessions (6:00 p.m. - 9:00 p.m.), Two (2) seven-hour released time shadow sessions, Total 47 hours.

LOCATION: General Electric plant site, Opening and closing sessions at cooperating institutions.

PROGRAM OUTLINE:

- Orientation/plant tours
- Recruiting/employment strategies
- Minority programs
- Union/Management relations
- Personnel practices
- Manufacturing operations
- Quality Control Program
- Manufacturing Engineering shop operations
- Time Standard and Study
- Pre-shadowing briefing

THE PORTSMOUTH, VIRGINIA FORMAT

COOPERATING INSTITUTION: Old Dominion University, Three (3) credit hours upon completion of project assignment.

PROGRAM FORMAT: One (1) three-hour introductory session; Six (6) five-hour sessions (9:00 a.m. - 2:00 p.m.) that include: One hour pre-shadow briefing, Three hours shadowing, One hour experience processing; One (1) three-hour evaluation and review session; Total 36 hours.

Sample 3 — Continued

LOCATION: General Electric plant site, Opening and closing sessions at cooperating institution.

PROGRAM OUTLINE: Panel discussions include representatives from: Employee & Community Relations, Engineering, Manufacturing, Finance, Marketing; Topics include: Description of work elements, Salaries, Education and experience, Career ladder, Recruiting practices, Employment projections.

CONTACT: Mr. Joseph Wallin or Mr. Bruce Campbell, Dial Comm 8–276-5634.

THE LYNN, MASSACHUSETTS FORMAT

COOPERATING INSTITUTION: Boston University, Two(2) credit hours upon completion of class sessions, Two (2) credit hours upon implementation of class project.

PROGRAM FORMAT: Ten (10) three-hour class sessions (3:30 p.m. - 6:30 p.m.), Four (4) seven-hour released time days for shadowing, Total 58 hours.

LOCATION: General Electric plant site, Opening and closing sessions at cooperating institution.

PROGRAM OUTLINE:

- Plant tour/orientation
- Sessions include shadowing two people from the following areas:
  - Shop manufacturing
  - Maintenance
  - Apprentice program
  - Personnel
- Discussion groups include:
  - New employees
  - Supervisory employees
  - Exempt and non-exempt employees
- Topics include:
  - Employment hiring and development practices
  - In-house educational development opportunities
  - Supervisory problems and procedures
  - Nature and function of unions
  - Employment opportunities and projections.

CONTACT: Mr. Vincent McManus, Dial Comm 8–263-4322

THE SAN JOSE, CALIFORNIA FORMAT

COOPERATING INSTITUTION: San Jose State College, Three (3) credit hours upon completion of term project.

COOPERATING BUSINESSES: Lockheed, Sears.

PROGRAM FORMAT: Eleven (11) three-hour class sessions, Two of the eleven sessions are devoted to shadowing (Teachers unable to schedule shadow sessions during the day arrange to interview employees on own time), Total 33 hours.

LOCATION: Local high school career center for orientation session, Lockheed, Sears, General Electric, Opening and closing sessions at cooperating institution.

PROGRAM OUTLINE: Orientation, Guidelines for shadowing, Career and life planning, Education/Training, Recruiting practices, Job analyses, Panel discussions include employees on various job assignments at participating businesses.

CONTACT: Mr. Carl Coleman, Dial Comm 8–423-3633

Sample 4

EDUCATORS-IN-INDUSTRY PROGRAM SAMPLE EVALUATION FORM

Please rate the following elements of the workshop. Do not sign your name.

1. The review of department functions by the program coordinator was beneficial.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

2. The overview section of the workshop was:

Too long　　　　Too short　　　　Just about right

3. The format (lecture with opportunity for questions and comments) of the overview section was appropriate

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

4. The use of overhead projections and printed material for the overview section was helpful.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

5. The shadow sessions were beneficial.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

6. The method of shadowing both hourly and salaried employees was beneficial.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

7. The briefings for shadow sessions were helpful.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

8. The shadow experience has given me an appreciation of occupational functions in GE.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

9. The length of the informal group discussions were:

Too long　　　　Too short　　　　Just about right

10. The presence of a GE representative in group discussions was helpful.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

11. The (half-hour) group sharing of ideas and activities at the end of each session was useful.

Very much so　　　　　　　　　　Not at all
5　　4　　3　　2　　1

Sample 4 – Continued

12 The "midterm" evaluation session was useful.

Very much so Not at all
5 4 3 2 1

13. The size of the group was appropriate.

Very much so Not at all
5 4 3 2 1

14. The makeup of the workshop group (males, females, minorites, whites) was good.

Very much so Not at all
5 4 3 2 1

15. The accommodations for the workshop were good.

Very much so Not at all
5 4 3 2 1

16. The workshop experience will help in career guidance.

Very much so Not at all
5 4 3 2 1

17. Please list briefly three ways in which you already have or definitely plan to use the knowledge gained in this program:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

(Allow space for additional comments)

Adult

Counselor

Teacher

EXECUTIVES BECOME TEACHERS

Louis S. Cicek, Jr.
Career Education Director
301 East 293rd Street
Willowick, Ohio

Circumstances

The academic community has long been aware that many students could not correlate the subjects they were studying with their futures in the world of work.

Objectives

Realizing that educators would like their knowledge of the business world increased, the Willoughby-Eastlake Career Education Program implemented an intense in-service effort to raise educators' economic consciousness in which business executives could become teachers of teachers.

Linkages/Participants

Eighty-five educators primarily from Willoughby-Eastlake Schools and representatives from seven other districts participated in Career Education economics course sponsored by Willoughby-Eastlake economic education program and accredited by Garfield Senior College. Prominent business leaders and educators shared their expertise with teachers. Among the participants were: Dr. Wm. Deighan, Director of Secondary Education, W. E. School system; Dr. Michael Pap, Director of institute for Soviet Studies, John Carroll University; B. Charles Ames, President, Chief Operating Officer, Reliance Electric; Robert Files, Partner, Files, Crystal and McFarland; Joel Reed, Vice President Public Relations and Public Affairs, Ohio Bell; George Willis, President, Lincoln Electric Co.; Noel McBridge, Vice President, Cleveland Trust Company; Raymond Kudukis, Director, Cleveland Public Utilities; James Zampini, President, Lake County Nursery Exchange; Alex Machaskee, Assistant to the Publisher, Cleveland Plain Dealer. From the Eaton Corporation: Richard Sabo, Jr., Public Relations; Mel Arnold, Executive Vice President; W. W. Breninghouse, Executive Speech Writer; Gerald L. Gherlein, Corporate Council; and Marshall Wright, Vice President of Government Affairs.

Process

The course was introduced by Dr. Deighan, who reported on the current work values and economic attitudes of young people today.

In his own unique style, Dr. Michael Pap, shared his firsthand experiences relating to alternative economies. As director of John Carroll's Institute of Soviet Studies, he discussed the comparative aspects of the Eastern and Western worlds.

Eaton Corporation hosted the class at their new Willoughby Hills Conference Center. Mel Arnold with a team of executives and videotape materials presented facts about the operation of corporate multi-nationals and international economics.

The need for profit in a free enterprise system was stressed by many presenters, particularly Charles Ames, whose presentation at Reliance Electric stressed the need for profit sharing, employee growth opportunities, and humanistic management and employee relations.

As an insurance man and investor in commercial real estate, Mr. Robert Files presented the medium sized businessman's dilemma in capitalizing a company and maintaining adequate cash flow.

George Willis and Richard Sabo from the Lincoln Electric Company gave the participants an inside look at a company which is known internationally for its highly successful use of an employee profit sharing system.

Ohio Bell's representative, Joel Reed, introduced participants to the intricacies of a national communication network. Equal time was devoted to questions and answers on the need for legal monopolies and their current status in our nation.

The small businessman's viewpoint was developed by Jim Zampini, Lake County Nursery Exchange, who related the means by which a small businessperson expands an operation in a depressed economy.

Noel McBride, senior economist for Cleveland Trust, explained current monetary and fiscal trends prevalent in the United States today. He related current national monetary policies and indicated their effect upon individual consumers particularly within the Greater Cleveland area.

The day to day operation of the mammoth Cleveland water system and water disposal system was described by Raymond Kudukis, Director, Public Utilities. The complexities of maintaining sufficient potable water and disposing of waste water in an envionmentally aware society was described in detail by Kudukis.

The closing class session brought together many of the previous class presentors with the participants to hear Alex Machaskee, Assistant to the publishers, The Cleveland Plain Dealer. Mr. Machaskee related the responsibilities of a large metropolitan newspaper in informing readers about current economic issues as well as contributing to the development of the Greater Cleveland area. During the question and answer period which followed Mr. Machaskee's presentation, numerous inquiries were posed concerning inflation, advertising policies, news reporting practices, and other currently relevant issues.

Outcomes

The participants convened to review instructional practices which they developed as a result of the seminar experience. Each participant incorporated career education and economic education in the instruction. The innovations were documented and evaluated by a third party team of educators who will include the results in a Career Education Economic compendium.

(Reprinted from "Career Education News," The Willoughby-Eastlake City School District, Vol. 4, No. 2, 1976.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Government Agencies Posesecondary Education	Advisory & Consulting Employment Information Speakers	Exploration	Attitudes & Values Economic Understanding Environment Interpersonal Relations	

10–12

Teacher

Counselor

THE NIAGARA FRONTIER INDUSTRY–EDUCATION COUNCIL, INC'

Dorothea Sterne, Executive Director
Niagara Frontier Industry-Education Council, Inc.
2 Pleasant Ave., West
Lancaster, New York 14086
(716) 686-2032

Henry H. Coords, President of
Fisher Price Toys, Council Chairman

Circumstances

The Buffalo Area Chamber of Commerce and the Board of Cooperative Educational Services for Erie County's first Supervisory District organized the Council in March, 1973. The economy, which is declining, is predominately based on manufacturing, trade, government and port activities. Organized labor is strong in area. The rate of unemployment is high (9.9 percent) and median family income is low ($8,794).

Objectives

The NFIEC works to orient secondary school teachers, counselors, and students to the world of work. It is now expanding its collaboration with local postsecondary institutions, of which there are many in the area with over 55,000 students in the 12 largest. The Council also initiates and encourages coöperation between the work-world and educators/students.

Linkages/Participants

The Niagara Frontier Industry-Education Council, Inc. and its Board of Directors is composed of representatives from the following:

- Fisher-Price Toys
- New York Telephone Co.
- Marine Midland Banks—Western
- Kenmore Schools
- Hamburg Central Schools
- Lake Shore Central Schools
- United Auto Workers
- WBEN, Inc.
- Building & Construction Trade Council of Buffalo
- Chevrolet Motor Division of General Motors
- Lockport Schools
- Buffalo Area Chamber of Commerce
- Bethlehem Steel Corporation
- Cornell University
- Buffalo Public Schools
- Niagara-Wheatfield Central Schools
- Orchard Park Central Schools
- Buffalo AFL-CIO Council
- N.Y. State Department of Labor

Process

The following activities to meet the Council's goals are in operation or being developed:

- special workshops for teachers on occupational awareness
- resource bank/directory of community resource persons for classroom presentation of occupational information
- ten-week training program for educators in job placement of students
- teacher exchange day programs in which teachers have the opportunity to work in actual situations
- student scholarship program for two-week management internships at community sites
- career awareness media (TV and radio) campaign
- workshops on economic training for teachers
- development of a center for career information
- student shadow program
- energy symposium

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Business & Office Communications Media Manufacturing Marketing & Distribution	Business & Industry Labor Community Groups Government Agencies Postsecondary Education	Advisory & Consulting Career Guidance/Counseling Curriculum Enrichment Employment Information Program Planning Speakers Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full Time Part Time

Teacher

STAFF IN-SERVICE FOCUSES ON ECONOMICS

Randall Redington
Career Development Director
Defiance Public Schools
Defiance, Ohio

Circumstances

Thirty Defiance area teachers participated in all or part of the year-long teacher in-service program known as Adventure: Economics. The program was offered for either 2, 4 or 6 graduate credit hours through Bowling Green State University.

The course, coordinated by Randall Redington, was organized through the cooperative efforts of the Defiance Chamber of Commerce, The Career Development Advisory Board, Bowling Green State University, and the Career Development Program.

Objectives

The program had two specific objectives:

1. To examine the basic tenets of the private enterprise economic system
2. To generate learning activities to teach these tenets to students in all grade levels—kindergarten through twelve.

Linkages/Participants

Educational TV
Local business, industrial, labor and professional representatives

Process

The course was composed of two separate, but related segments. In the first segment, worth 2 graduate credit hours, teachers viewed 12 episodes of the Education TV economics series titled, Adventure: Economics. After viewing each episode, teachers developed plans and activities to either utilize the episodes or the concepts in their classroom. During the second segment of the course, worth 4 credit hours, teachers visited local business, professional, labor and industrial sites where top level management discussed the practical side of important economic issues. Teachers made eight separate community visits during this segment of the course.

The Federal Reserve System was the topic covered during the class hosted by State Bank and Trust Company executives. The Director of Career Development for the Warren City Schools conducted two workshops for the teachers, acquianting them with techniques that could be used to bolster student self-concepts. The Defiance Publishing Company hosted a two-day seminar, demonstrating effective utilization of the newspaper as a classroom teaching tool. A workshop on Decision Making gave teachers a chance to experience numerous excellent activities that can be utilized to help students learn a sound decision-making procedure.

Outcomes

The Career Development Program is offering this course again during the 1977-78 school year. Through a grant from the Martha Holden Jennings Foundation, the first 30 teachers in the four-county area to register for all or part of the course will receive grants amounting to 70 percent of the tuition cost.

(Excerpted from "Career Development Review," Defiance City Schools, Defiance, Ohio, May 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers	Field Trips Exploration	Attitudes & Values Economic Understanding Environment Interpersonal Relations	

Teacher

Counselor

LABOR ORGANIZATIONS ASSIST TEACHERS OF INDUSTRIAL ARTS

State University College
Oswego, New York

Circumstances

One of the main goals of industrial arts education is to teach students about the American industrial complex. The study of industry is included in most industrial arts education curricula. The problem confronting the institution of higher learning which prepares future teachers is how do we prepare students to teach about the world of industry?

Objectives

1. To provide future industrial arts teachers with a broad understanding of the function and organization of major common elements of industry for interpretation in their classes.
2. To develop a fundamental understanding of the history and development of industry and labor and of the relationship of labor and management in our industrial society.
3. To develop an understanding of the principles of industrial sociology, industrial psychology, industrial economics, and industrial location for future industrial arts teachers.
4. To give future industrial arts teachers an opportunity to identify the important concepts about American industry which need to be taught and to prepare curriculum resources for developing these concepts with students

Linkages/Participants

Local industries in the Oswego, New York, area
Local labor organizations in the Oswego, New York, area

Process

The Directed Field Study at State University College was part of undergraduate student teaching experience. The first quarter of student teaching was conducted in conjunction with a public school industrial arts teacher, following the familiar guidelines of a student teaching experience. In the second quarter the program was different for those students who chose and were selected to participate in the Directed Field Study in Industry Program.

The program was divided into three sections:

(1) *One Week of Orientation.* This week of orientation was spent in familiarizing students with some important areas of concern to industry and education. Guest speakers from the college

community were invited to lead discussions on such topics as industrial sociology, industrial psychology, the American labor movement, the history of American industry, and industrial organization and management. Library resources, movies, tapes, and other media were used to supplement the major topics discussed. At the end of the week, a student's responsibilities with his assigned industry and to the program were explained.

(2) *Six Weeks in Local Industry.* The second phase of the program involved in-depth study of industry as it exists today. This was accomplished by going into the industrial complexes and meeting with selected persons who were involved in the various sectors of the industry's operation. By the end of the first week, students were prepared to assemble at the college to discuss their experiences and to begin developing a matrix, which was used to find commonalities among the assigned industries. At this point in the program, the class worked on the assumption that within industries, there exist basic concepts that are universal. For future educators who will teach industry, an understanding of these concepts was significant.

The commonalities which were ultimately revealed included: (A) personnel, (B) financing, (C) engineering, (D) marketing, and (E) production. Specific functions within each area differed according to the unique needs of each industry, but the roles of each were crucial to the development and maintenance of an industry; all were interrelated. Personnel must know the number and kinds of workers necessary for each of the areas. Engineering must respond to production needs. Production must react to market flow. Each of these departments must be aware of limits in financing, while financing must be aware of the needs. Common to all industries was the overriding factor of profit and loss. Without a profit margin, industry cannot function.

As an example of implementing this Directed Field Study in Industry Program, one unit started with the weekly topic, "Personnel Administration and Industrial Relations." One day was spent with the personnel administrator of a local paper company. After a plant tour, the role that a personnel administration plays in a large industry was discussed. To present industrial relations from labor's point of view, another morning was spent with a representative of one of the local labor organizations. The students spent two days in their assigned industries asking questions and talking with industrial employees in the area of personnel administration. A broad concept that the class felt represents the area of industrial personnel administration is then developed along with subconcepts. Subconcepts within the area of personnel might include training, wages, and maintenance of morale. The final phase of the week's work involved assigning students to develop classroom activities that they felt could be used in the schools.

Each week a different area of commonality was studied, with two weeks allowed for learning about production. The logical order as presented earlier was desirable; however, flexibility to allow for cooperating with the availability of industrial personnel took precedence.

For the following five weeks of the second phase, a weekly format was established. Monday was scheduled with a host industry introducing the weekly topic. Tuesday through Thursday the students were involved with their assigned industries. The students met at the college to share their knowledge from the week's activities on Friday. Each of the host industries sponsored a discussion by a qualified industrial person and a plant tour. The students saw many kinds of industries and talked to many different industrial personnel. By being individually assigned to a particular industry, students also developed an intensive study of a single industry. Based on the firsthand exposure, each of the individual areas studied fell into place as it applied to the total picture of industrial organization.

(3) *Two Weeks on Campus Developing Curriculum Materials.* The final phase of the program took place on campus. The students developed their curriculum materials by working on different

assignments. For example, one involved collecting resource materials and developing classroom activities for the five basic areas of industry. Responsibility for the areas was divided according to individual interests. Each group researched and compiled a list of resources available in its area. Then activities were devised for each of the subconcepts which the class as a whole had developed.

Thus, the Directed Field Study in Industrial Programs utilized the industrial and labor community as a valuable resource for educating teachers of industrial arts.

Problems

1. The length of time for the program could have been longer. It had been developed within the confinement of college scheduling.
2. Shadowing or on-the-job training was not included in the program. This would have been extremely beneficial to the future industrial arts teachers. Actually experiencing the duties as performed by the president of the industry or the person in the laboratory is essential to understanding the job.

Evaluation

1. The student will understand the principles of industrial sociology, industrial psychology, and industrial economics. Most of the students were able to relate the theory of these topics to the actual experiences they observed or participated in during their six weeks in the local industry. Pencil tests and verbal discussions indicated the understanding of theory and practice in sociology, psychology, and economics.
2. The student will experience the relationship between labor and industry. The program was set up so that students observed and discussed this relationship with both labor and industry.
3. The student will prepare curriculum resources for developing the concepts of American industry. All students were required to develop or identify materials in such things as (a) planning the layout of the industrial arts laboratory so it reflects the industry and technology laboratory layout, (b) borrowing tools, materials, and equipment from industries, (c) using new project ideas that more closely reflect techniques and methods of manufacturing industrial products.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Construction Environmental Control Manufacturing Marketing & Distribution	Business & Industry Labor Postsecondary Education	Advisory & Consulting Employment Information Program Planning Speakers Student Evaluation	Field Trips Exploration	Attitudes & Values Economic Understanding Environment Interpersonal Relations	

Adult

Counselor

Teacher

ONE-TO-ONE AWARENESS WORKSHOP FOR TEACHERS

Ms. Jama Roman
Career Development Supervisor
Toledo Public Schools
Manhattan Blvd. & Elm St.
Toledo, Ohio 43608

Circumstances

At the end of the 1976-1977 school year, 26 businesses and 26 educators participated in the third annual Career Awareness Workshop. The Workshop is conducted annually by the Career Development Program and the Toledo Area Chamber of Commerce in cooperation with the University of Toledo. The program has grown out of the realization that educators are not adequately aware of the day-to-day life in the business world and that they are not therefore readily able to communicate this information to their students.

Objectives

The workshop acquaints educators with the job attitudes and the skills needed for employment; provides firsthand knowledge of the occupations available in the Toledo area; furnishes insights into the workings of area companies and how students might prepare for employment; familiarizes educators with local companies and their operations in the day-to-day business world; allows educators to experience the non-teaching work world; informs educators of educational and training opportunities for employees; facilitates open communication lines between the education and business worlds.

Linkages/Participants

- The Andersons
- The Toledo Blade
- Bostwick-Braun Co.
- Columbia Gas of Ohio
- Commodore Perry Motor Inn
- Dana Corporation
- DeVilbiss Co.
- J. L. Hudson Co.
- Medical College of Ohio
- St. Vincent Hospital and Medical Center
- Sears Roebuck and Co.
- Standard Oil Co.
- Toledo Area Regional Transit Authority
- Chevrolet Motor Division
- Seaway Food Town, Inc.
- Toledo Trust Co.
- Ohio Bell Telephone Co.
- Doehler-Jarvis Division
- Sheller-Globe Corp.
- Holiday Inn-Perrysburg
- Toledo Hospital
- Sun Oil Co.
- Chrysler Corp.
- Owens-Corning Fiberglas
- Ohio Citizens Trust Co.
- Toledo Edison Co.

Process

The educators represent public and parochial elementary, junior and senior high schools. They are teachers, counselors and administrators with teaching experience of one or more years. Their outside work experiences range from none to several years of employment.

In addition to observing and performing a minimum of 10 different jobs during the three week period of time, each educator is required to complete a written description of each job experienced and write a paper synthesizing the entire work experience, including a procedure for integrating career education concepts into each curriculum.

Each sponsoring company hosts one educator for the duration of the workshop. During the 13½ work days "employed" at the company, the educator holds at least 10 different jobs. These jobs reflect all levels of employment within the company and the educator is treated as a beginning worker in each situation. The educator observes, discusses and performs tasks along with the person usually responsible for the job and does not replace the actual worker.

Outcomes

The educator is not expected to master these jobs, but learn about the variety of employment opportunities at a given company, the day-to-day routine in the business world, and the role the company plays in our American economic system.

(Reprinted from "Career Development News," newsletter published by Career Development Program, Toledo Public Schools, Toledo, Ohio, May-June, 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Speakers Work Study Hands-on Experiences	Field Trips Work Experience Exploration	Attitudes & Values Economic Understanding Environment Interpersonal Relations	

13–14

Adult

WESTERN COMPUTER ASSISTED PLACEMENT SERVICES

Constance Brown
Western Vo-Tech Center
110 Kenwood Ave.,
Baltimore, Md. 21228

Circumstances

The Bureau of Occupational and Adult Education (BOAE) through the Western Vo-Tech Center sought evidence of the effectiveness of using a computer in student placement.

Objectives

A. To serve as a job locating service to students for:
   1. career exploration through volunteer and paid limited duration positions
   2. permanent placement for graduates and those terminating before completion of a program

B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate:
   1. controlling the number of students sent to a specific job
   2. making all area employers aware of school-sponsored work programs
   3. centralizing the operation and administration of placement activities
   4. improving relationships with potential employers

C. To gather and maintain current information on area job needs for:
   1. future career planning by students
   2. future vocational-technical planning

D. To relieve job coordinators of job seeking functions so that they may:
   1. provide students with closer job supervision
   2. handle larger loads of students
   3. facilitate the maintenance of records on student experiences and employer cooperation

4. work with employers to improve the quality of on-the-job learning

E. To improve placement of students by:

1. making students aware of local employment demands
2. better matching student potential and job requirements
3. emphasizing the exploratory nature of part-time placement
4. completely canvassing all opportunities for placement

F. Determine effective methods of evaluating placement efforts by:

1. conducting employer and employee follow-ups
2. tabulating the frequency of usage of paraprofessional personnel by students and employers
3. itemizing the cost per placement

Linkages/Participants

George Washington University, Washington, D.C.
Bureau of Occupational and Adult Education (BOAE)
Contacts in business and industry

Process

Western Computer Assisted Placement Services (WCAPS) provided services to five cooperating schools and their students.

Outcomes

Objective A – Career exploration through volunteer and paid limited duration positions was achieved to a reasonable degree. Over one hundred locations were identified for students to choose volunteer work, also a number of students were known by the evaluators to have been placed in part-time work.

Objective B – The placement system with its built-in measures have controlled the number of students reporting to employers for jobs.

Objective C – Placement information flowed from the center in the form of newsletters, bulletins, posters, and announcements by school staff of the available services from the computer center. Over 200 students were interviewed and their job interests, age, sex, ability to travel, etc. were recorded.

Objective D – There was little evidence that other teacher-coordinators were enabled to handle larger loads of students. Teacher-coordinators did not fully participate and were not relieved of their job-seeking functions as proposed in the contract.

Objective E – An effective process of matching students and available jobs was followed and considered effective, but it was time consuming and more in the traditional way of placing students. The computer services were minimal. It provided summaries of transactions and a relatively good directory for employer information.

Objective F – The follow-up procedures were practiced and improved. Many useful devices, forms, etc. will enable replication by others. No cost per placement formula had been developed at the time of reporting.

Evaluation

In June of 1976, the placement of students into summer jobs with potential for permanent positions was up to 40 percent of the 200 students seeking placement.

Records were kept and feedback data was collected in terms of employee, employer satisfaction and other relationships which were useful for program improvement.

(Excerpted from Federal Project Findings of PROJECT ID NO.: OEG-0-74-1647 and SRG ID NO.: 25067 provided by The George Washington University.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Government Agencies Postsecondary Education	Advisory & Consulting Career Guidance/ Counseling Employment Information Student Evaluation Work Study	Work Experience Coop. Education	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Full Time Part Time

10–12

13–14

Adult

FARGO AREA SCHOOL WORK EXPERIENCE PROGRAM

David C. Tehle
Fargo Public School
Fargo, N.D. 58102

Circumstances

The Fargo Area Schools Work Experience program evolved from a "work experience" based project into a "career awareness" program having implications for secondary, postsecondary, and adult education.

Objectives

To develop a non-paid, "hands-on" work experience program that incorporated workmen's compensation coverage for students.

Linkages/Participants

George Washington University, Washington, D.C.
Bureau of Occupational and Adult Education (BOAE)
Community Participants

Process

A three-phase program was designed to help students explore and obtain career related activities and information. These are:

1. SSI, "Students Seeking Insight," is the observation-visitation-interview approach which enables a student to be matched with a community participant in a particular career area for the purpose of gaining specific career information. The length of time a student spends with a participant is open and flexible.
2. PACE, "Participate in A Career Experience," is a non-paid practical work experience through a formal agreement with a community participant which enables a student to gain "hands-on" experience in a particular career area.
3. JIS, "Job Information Search," is designed to provide a student with career information and materials if he is unable to participate in either of the other two phases. As much information as possible for any particular career area is gathered and channeled back to the student via the counselor.

Outcomes

The special education department found PACE to be a great asset for its students. PACE allowed them an opportunity to gain valuable work experience which probably was not available to them on a paid basis.

Evaluation

As a result of the project it was possible to develop a non-paid, "hands-on" work experience program that incorporated workmen's compensation coverage for students.

(Excerpted from Federal Project Findings of PROJECT ID NO.: OEG-0-74-1714 and SRG ID NO.: 25096 provided by The George Washington University.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Postsecondary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Curriculum Enrichment Employment Information Program Planning Work Study Hands-on Experiences Role Models	Work Experience	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Self Concept	Part Time

13–14

Adult

EVALUATION OF VOCATIONAL TRAINING FOR RURAL PEOPLE

D. W. Brown and Sam Cooper
Agricultural Economics/Rural Sociology
University of Tennessee
Knoxville, Tennessee 37916

Circumstances

The staff of the Social Research Group of the George Washington University, Washington, D.C. made this summary of this landgrant university study of vocational training effects on rural men and women. The research was conducted as an agricultural experiment station project, funded in part by the U.S. Department of Agriculture and in part by the State of Tennessee.

Objectives

To analyze the data from a follow-up survey of graduates of an experimental industrial skills training program at Oak Ridge in order to learn how persons of rural origin had fared relative to those with urban backgrounds.

Linkages/Participants

Conduct of the Training and Technology (TAT) manpower development program itself and the follow-up survey of 1966-71 TAT graduates—

Oak Ridge Associated Universities (ORAU) and the Nuclear Division of the Union Carbide Corporation, in cooperation with the U.S. Department of Labor.

Conduct of the further analysis of the follow-up survey to identify rural-urban similarities and differences—

Department of Agricultural Economics/Rural Sociology, Tennessee Agricultural Experiment Station, Knoxville, in cooperation with Oak Ridge Associated Universities.

Process

The sample survey was based on information for 472 persons who had been in the Oak Ridge Training and Technology (TAT) Program during the 1966-71 period. Of these, 173 had origins in rural areas and small towns of Tennessee and elsewhere in Appalachia; 299 had come from cities and suburbs, mostly in the South but some from Chicago. Nearly three-fourths were from disadvantaged backgrounds. About half of the urban group were non-white. Fifty percent of the rural persons were trained in machining; the remainder specialized in welding, machine operation, physical testing, drafting, or electronics while at TAT.

Outcomes

1. Nine out of 10 had regular jobs when interviewed by TAT in 1972. Three-fifths still held the same job they had taken after graduating from the training program. Two-thirds were in jobs that related at least partly to their training specialty. More than 7 out of 10 had gone from TAT into jobs that did not entail moves to new locations.

2. Subsequent relocation, either to take better jobs or to be nearer the jobs they already had, was more common among the rural graduates; 55 percent of the rural graduates in the sample had relocated at least once, by mid 1972, compared to 40 percent of the urban graduates. Job terminations or layoffs were less frequent in the rural group than in the urban group. In the initial jobs taken, the graduates more often utilized their training specialties.

3. The average wage per hour in 1972 was $3.49 for the persons from rural areas, and $3.29 for those from urban areas.

4. Relatively few of the rural graduates—36 percent against 51 percent of the urban graduates—reported having serious problems related to their new work after completing TAT training.

Their most common adjustment problem was getting used to shift work schedules. In most instances, these initial problems had been resolved after a few weeks.

5. Most from rural areas who had relocated had not encountered serious difficulties related to their moves. Some did mention problems of finding suitable housing. Homesickness was not a dominant problem. However, desire to be near friends and relatives did seem to be an important consideration for many who had chosen not to relocate or who were hesitant to move in the future.

6. Most respondents said they would be willing to make future moves if they found themselves out of work or if they could obtain jobs that better utilized their skills. The rural group was somewhat more reluctant than the urban group in this regard. A number had plans to move within the same vicinity to better houses or neighborhoods.

7. The special help provided by the TAT program in personal counseling and job placement probably reduced the problems encountered after training. But, overall, this analysis does suggest that persons from rural areas were able to adapt well to industrial work settings involving use of technical skills.

Evaluation

1. Feelings were reinforced that rural people can "make it" in urban and industrial settings.

2. Counselors need to provide rural young people with information on how to adjust to shift work, commuting, etc.

(Excerpted from Federal Project Findings of PROJECT ID NO.: TEN00365 and SRG ID NO.: 24264 provided by The George Washington University, Washington, D.C.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Government Agencies Secondary Education Postsecondary Education Elementary Education Parents & Other Individuals	Advisory & Consulting Career Guidance/ Counseling Competitive Awards Curriculum Enrichment Employment Information Program Planning Speakers Student Evaluation Tutorial Work Study Equipment Provision Hands-on Experiences Mock Interview Career Day College Night Role Models	Field Trips Work Experience Coop. Education Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpersonal Relations Leisure Self Concept	Full Time Part Time

13–14

WOOD HARVESTING TRAINING AT THE POSTSECONDARY LEVEL

Joseph S. Krug, Dept. Chairman
Washington Co. Voc. Tech. Institute
River Road
Calais, Maine 04619

Circumstances

Washington County Vocational Technical Institute's Wood Harvesting Training Program was developed out of the need for well-qualified woods workers. It has been reported that there has been a steady increase in the demand for wood products over the past two decades, and at the same time a steady decline in the number of people entering the field. This decline was due to lack of experience for new employees, changes in harvesting methods, and lack of available training. No other training facility was available at the postsecondary level within 1500 miles to perform this service. As a result, a training program for woods workers was initiated at the Washington County Vocational Technical Institute.

Objectives

To train safe, competent, productive wood harvesters or woods workers in 22 weeks. A wood harvester or woods worker is defined as one who is capable of harvesting standing timber with a chainsaw and rubber tired skidder, with the degree of efficiency to make a comfortable living.

Linkages/Participants

Georgia-Pacific Corporation, Woodland, ME
Moosehorn National Wildlife Refuge, Calais, ME

Process

During the 22-week training program the curriculum is divided into three major sections as follows:

1. Chainsaw and skidder operation (Wood Harvesting) – 65 percent
2. Chainsaw and skidder maintenance – 25 percent
3. Subjects related to wood harvesting - 10 percent

The last phase of harvesting is the production of mature tree length wood out of one of Georgia-Pacific's regular cutting or logging camps.

The school property adjoins the Moosehorn National Wildlife Refuge which contains approximately 18,000 acres. Stumpage is presently being purchased from the Refuge.

There are six wood harvesting training programs offered per year with the starting dates staggered by approximately two months. This is accomplished with the aid of five instructors, one mechanic and one department chairman.

Outcomes

To date, approximately 70 percent of all graduates are working in the woods or woods related occupations. According to the department chairman the keys to a successful program are good instructors, strict discipline and early removal of incapable or unproductive students.

Through curriculum design and staff leadership, the program attempts to impart the following benefits to each student:

1. Inform and show the student what is expected of him in woods work.
2. Develop in the student the methods to maintain high daily production standards.
3. Develop the student into a productive wage earner.
4. Show the student how to work safely and develop an awareness of safety procedures.
5. Inform and show the student what goes on around him in woods work.
6. Teach the student how to reduce lost time on the job.
7. Provide the student with means to be a more valuable employee.
8. Develop in the student the benefits of proper maintenance.
9. Develop in the student the correct operating methods.
10. Develop in the student a better job attitude by being better informed and prepared.

(Excerped from "Wood Harvesting Training at the Postsecondary Level," by Joseph S. Krug, *The Agricultural Education Magazine,* Vol. 50, No. 4, October 1977, pp. 78-79.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agency	Advisory & Consulting Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Exploration	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	

13–14

Adult

COLLEGE/LABOR UNION COOPERATION

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Circumstances

Community colleges are creating new and exciting delivery systems for training which work well with all segments of society in building a better America. In a survey, conducted by the Service Center for Community College-Labor Union Cooperation, over 1200 apprenticeship programs on community college campuses were identified.

Objectives

1. To determine how much cooperation exists between unions and community colleges
2. To promote the expansion of community education/work councils

Linkages/Participants

American Association of Community and Junior Colleges
Technical and Community Colleges Offering Apprenticeship Training

Process

The American Association of Community and Junior Colleges' Service Center for Community College-Labor Union Cooperation conducted a survey to determine how much cooperation exists between unions and community colleges.

Outcomes

1. While joint undertakings exist, there could be many more cooperative efforts if unions would ask for them.
2. Of 1,014 institutions surveyed, 523 responded. Forty-one percent of the respondents said they had developed programs at the request of unions, about half of the 84.7 percent figure of colleges which are conducting programs at the request of employers.
3. The fact that many unionists sit on college advisory committees tends to contribute to cooperation, it would appear. Nearly 65 percent of the respondents said union members sit on such committees, and 21.4 percent of the colleges have a union leader as a trustee.

4. The survey indicated that much of the cooperation takes place in the field of apprenticeship training, a percentage of 38.6. These programs are conducted jointly by labor and management according to their contractual arrangements. The programs include both formal classes and on-the-job practice.

5. Apprenticeship training differs from vocational education in that an apprentice first has to have a job before the training begins. Furthermore, 2000 hours of training takes place on the job, with 144 hours in the classroom.

6. Cooperation with apprenticeship training committee ranges from having only one program on campus to situations of many programs.

7. One of the problems in training and retraining is that some workers do not have basic language or mathematical skills, which deters them from efficiently performing their jobs. Education and skill training do seem to have an interrelationship.

8. Joint apprenticeship committees testify to labor-management cooperation.

9. Community education/work councils are advocated through which school officials, employers, members of labor unions, and members of the public engage collaboratively in developing or administering education-work programs.

10. There seems to be no uniform method of dealing with the conceptual framework of work. Sixty-one percent treat the world of work in their vocational curricula; 39 percent treat it in general studies programs.

11. Community colleges are steadily serving more groups. At Wisconsin's Indianhead Technical Institute they report 98 committees with a total of 750 people providing input into the development of new and continuing programs.

12. The major impression one gains from the survey is that in many cases, labor and community colleges are waiting for the other party to make the first move.

13. Cooperation requires college commitment in the form of a full time labor coordinator to attend union meetings, discuss problems with union members, gain their trust and confidence, and work diligently with them. And unions can well afford greater commitment to community colleges.

14. The study shows that the majority of community college students are sons and daughters of skilled or semi-skilled workers.

15. Community colleges are the closest thing we have to workers' colleges in the United States. The recommendation based on this study is that college funding sources should recognize that workers feel community colleges best understand their needs (often because the workers are consulted about their needs), and that a well-planned program directed at meeting more needs of more workers is sound and beneficial public policy geared toward improving state and local economies and toward enriching the lives of this citizen majority.

Evaluation

More workers than ever before are going to community colleges and this is made possible, to some extent, by the tuition aid programs negotiated by a number of unions.

The advisory committee structure takes care of identifying needs very well. As a result, one center now has a well-defined "Job Placement Center" which collborates with labor unions, employers, the general public and students.

(Taken from "College/Labor Union Cooperation," by William Abbott, brochure, Service Center for Community College-Labor Union Cooperation, April 1977.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Business & Industry Labor Community Groups Postsecondary Education	Employment Information		Career Planning Decision Making	

13–14

FORESTRY TECH SUMMER WORK EXPERIENCE

Bob M. Brown, Job Placement Director
North Idaho Junior College
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Circumstances

It was felt that the two-year Forestry Tech program needed actual work experience along with the classroom instruction. As North Idaho is a heavy timber producing area with both private industry and U.S. Forest Service operations, it seemed reasonable that there would be sufficient employment.

Objectives

To place every student in the freshman Forestry Tech program in a summer work experience of up to six months duration.

Linkages/Participants

U.S. Forest Service, Bureau of Land Management, Idaho Department of Lands, and various private industries including Potlatch Corporation, Idaho Forest Industries, Louisiana Pacific, and Diamond International Corporation.

Process

Classes are dismissed the end of April and start up again on November 1st. This enables students to work up to six months in the woods. They are assisted in placement by the Placement Office and that office mails a written evaluation to each employer toward the end of the period asking them to rate the student. The Forestry instructors and the Placement Officer together assign a grade and college credit of 18 hours is given for the six months.

Outcomes

"The outcome has been better than we could have possibly imagined inasmuch as we have a reputation for excellence that apparently is nationwide, as we receive hundreds of applications every year from nearly every area of the country. We have less than a 7 percent drop-out rate, and our placement is always above 90 percent."

Evaluation

"It is our belief that the summer work experience has added immeasurably to the quality of our Forestry Tech program. Evaluation by employers, students who have graduated, and our own instructional staff, all rate it very highly."

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources	Business & Industry Government Agencies	Advisory & Consulting Curriculum Enrichment Employment Information Program Planning Student Evaluation Work Study Hands-on Experiences	Work Experience Coop. Education	Attitudes & Values Career Planning Decision Making Economic Understanding Environment	Full Time Part Time

Adult

HOW ADULTS LEARN

Bruce Kingery
Education Dept. UAW
8000 E. Jefferson
Detroit, MI 48214

Circumstances

Educating adults is not "schooling." Educationally speaking, the UAW local leader wants help in being a more effective discussion leader.

Objectives

To investigate how adults learn.

Linkages/Participants

UAW Education Department
Local Union Discussion Leaders

Process

The UAW Education Department recognizes that adults learn in many ways and that adults learn differently. Some characteristics of the adult learner are:

1. Adults are independent. If they do not find their interests or needs being met, they will turn to other activities.
2. Adults resist the "learner" role. They prefer to learn by total participation.
3. Adults have a background of life experience. They will use this background in the learning situation.
4. Adults come to learning situations with a variety of motivations.

A key to adult learning is discussion. The job of the discussion leader is to help each person to participate, to learn and to grow. A democratic leader provides an opportunity for individual members to participate in discussion, but does not allow any one person to monopolize the proceedings. In other words, the leader guides the discussion by tactfully controlling the give-and-take between members, drawing out those who are slow to participate and seeing that everyone's ideas are considered by the group.

The discussion leader must be aware of the rules for group learning in order to direct the discussion toward a goal. Following are some of the rules followed by the UAW for group learning:

1. *ENCOURAGE PEOPLE.* All are assembled together for the same purpose—that of learning. Therefore, each member of the group has the responsibility of being warm and friendly toward their neighbors and responsive to the views of all other members of the group.

2. *MEDIATE IF NECESSARY.* The group leader must help all members of the group feel they are a part of the group-building process.

3. *SET STANDARDS.* Set up rules which the entire group can respect and which will structure the discussion toward a goal.

4. *LISTEN.* The art of listening is as important as the art of speaking. Listening is the way to learn and the way to remain sensitive to the needs of the group.

5. *RELIEVE TENSIONS.* Divert attention or interject a joke if the group appears to be at a hostile impasse. Drain off that negative feeling by offering some new positive approaches to the problem.

The discussion leader, in carrying out the responsibilities of leadership, does the following:

1. *USES INITIATIVE:* Provokes thought by injecting new, even jarring ideas.

2. *SEEK INFORMATION:* Pins the discussion down by asking a member of the group or an outside resource for specific information in order to get the discussion into more fertile fields.

3. *GIVES INFORMATION:* Keeps the group honest by giving factual information.

4. *GIVES PERSONAL OPINION:* The group has a right, *at times,* to look to the discussion leader for some opinion.

5. *CLARIFIES THE QUESTION UNDER DISCUSSION:* At times too many opinions muddle the issue and the discussion leaders must step in and clarify it or redefine it for the group.

6. *ELABORATES:* A good idea may die for want of a proper explanation.

7. *COORDINATES:* The discussion must be pulled together, directed and resolved in some way.

8. *EVALUATES:* Checks the group to see if it really believes the conclusion it appears to have reached, and examines the value of the conclusion.

9. *ORIENTS:* A labor group usually does not have the same orientation or frame of reference that a business group has. Every group must operate within a context or framework.

Outcomes

What is retained depends on how adults learn. Adults retain:

1. 10 percent of what they read
2. 20 percent of what they hear

3. 30 percent of what they see
4. 50 percent of what they see and hear
5. 70 percent of what they say as they talk
6. 90 percent of what they say as they do

Evaluation

The best discussion leader gets frank and open discussion of opinions, and uses *facts* wherever possible to help resolve the differences between individuals.

Note: Even though this lesson was prepared for union members, this type of training is very appropriate at the secondary and postsecondary levels. It is especially valuable for all students preparing for work.

(Taken from UAW Local Union Discussion Leader Training Session One Booklet entitled *Introduction to Learning Group Discussion and Discussion Leadership,* November 1976, 16 pages.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Labor	Student Evaluation		Attitudes & Values Career Planning Decision Making Economic Understanding Environment Interpeersonal Relations Self Concept	

Adult

13–14

10–12

DEALING WITH ATTITUDES & BEHAVIOR

Bruce Kingery
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800 E. Jefferson
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Circumstances

Workers spend most of their waking hours within the doors of the workplace, therefore:

A. Workers' happiness depends to a large extent on their experience in the workplace. It is through the union that they seek it.

B. There, in the workplace, they seek solutions to most of their problems.

C. It is there that they find the easiest outlet for their emotional expressions.

Objectives

To recognize that every human being is different; different in attitudes, personalities and actions.

Linkages/Participants

UAW Education Department
Local Union Discussion Leaders

Process

It is important to recognize that in mass production industries, few people are in a position to see beyond their own limited job. A key to understanding and helping these people is to recognize that workers are different in their:

A. Characteristics
B. Races
C. Religions
D. Sex
E. Nationalities
F. Age groups
G. Education
H. Political beliefs
I. Ethnic beliefs
J. Social beliefs
K. Customs and habits
L. Attitudes on many things
M. Concepts of many different things
N. Moral viewpoints
O. Folkways and mores
P. Associations
Q. Group loyalties
R. Ideas . . . on almost any subject

In working to fill different people's needs, the union attempts to train its discussion leaders to:

1. Have a sense of humor—don't be too serious.

2. Become interested in people—people are interested in themselves, not interested in you!

3. Smile. A smile says, "I like you, I'm glad to see you."

4. Say something nice wherever you go. A nice seed planted bears nice fruit.

5. Greet the workers each day. Call them by name.

6. Talk in terms of the other man's interests.

7. Make the other person feel important. Build up their ego. A person craves importance. Feed this hunger.

8. Respect the other's point of view, though you may disagree.

9. Don't dictate.

10. Get people to understand you.

    A. Lack of understanding breeds suspicion.

    B. Understanding is one of the essentials for the maintenance of good relations.

11. Create an atmosphere of sincere friendliness and trust.

12. For people to like you, you must like people.

Outcomes

You, yourself, are a daily advertisement of what you are. Things you do, things you say, are your ads. Make inventory of your conduct occasionally. To know workers, you must know yourself.

Evaluation

Workers will respond favorably to:

1. Attention
2. Praise
3. Respect
4. Consideration
5. Honesty
6. Kindness
7. Positive Leadership
8. Sympathy
9. Service
10. Understanding
11. Results

Note: Even though this lesson was prepared for union members, this type of training is very appropriate at the secondary and postsecondary levels. It is especially valuable for all students preparing for work.

(Taken from UAW Local Union Discussion Leader Training Session Four Booklet entitled *Dealing with Attitudes and Behavior,* November 1976, 20 pages.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Labor			Attitudes & Values Environment Interpersonal Relations Self Concept	

Adult

13–14

10–12

SPEAKING IN PUBLIC

Bruce Kingery
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800 E. Jefferson
Detroit, MI 48214

Circumstances

Good public speaking is simply the art of good conversation carried a step or two beyond the usual. It is largely through the spoken word that we communicate with each other, develop understanding, exchange knowledge and find mutually acceptable goals. Through effective public speaking we can encourage, teach, entertain and inspire others. Public speaking, in the UAW, most often means speaking before, with, or among an informal adult, labor, or civic group.

Objectives

To learn how to convey an idea.
To share the principles of effective public speaking.

Linkages/Participants

UAW Education Department
UAW Discussion Leaders

Process

The five parts of a speech are:

1. *OPENER.* You have the audience's attention when you appear before it. How long and to what extent you maintain its interest depends upon your opening statement. You must have this well prepared because the beginning is the most difficult part. A good beginning is necessary for a good ending.

2. *BRIDGE.* It is necessary to make your audience feel that they have something personal to gain from your talk—that they are a part of your presentation. They listen for a purpose and they are interested in personal gain. Tie your subject to their interest.

3. *POINT.* This is the assertion that brings out the thing or things you are going to explain or prove in your talk. If it is a controversial subject, state your point in a manner so that the audience will know your position or feelings on the matter.

4. *PROOF.* This consists of what you have experienced, seen, or read that will prove your point. Never offer proof nor attempt to discuss a subject that you have not personally checked. You should have made your own conclusions in advance. Pick your point of attack, mass your arguments, and go ahead.

5. *CONCLUSION.* What thought did you intend to get into the minds of your audience? There are four things you attempt to do in a talk. They are to make the audience *feel, believe, think* and *do* something. The major parts of most speeches are forgotten. The conclusion of your talk is never forgotten, because in a successful talk you have lodged your thoughts or ideas in the minds of your listeners, and the conclusion is your way of getting action or acceptance.

    a. Summarize
    b. Appeal for action
    c. Pay audience a compliment
    d. Humorous close
    e. Quotation

Some principles of public speaking are:

1. Make sure that those in the back row can hear what you are saying.

2. Never begin with an apology such as "I'm not much of a public speaker," or "I don't know why I was called upon."

3. The audience should feel that you are talking to them. Look at your audience.

4. Vary the pitch of your voice to avoid monotony. A low, grave quality expresses seriousness or sadness, a middle range for ordinary conversation, and a higher pitch that expresses happiness, excitement or indignation. The medium range will be used for most of your speech, of course, but the other two should be used where appropriate in order to add interest.

5. Enunciate clearly. Listeners soon tire of a speaker if they cannot understand every word.

6. Watch your posture. Stand in a relaxed and comfortable position, but avoid any appearance of listlessness.

7. End on a strong note. Make the last statement of your speech sound as strong and positive as it seemed when you wrote it. Remember that it is not logical to say "thank you" unless you have asked for permission to speak.

Outcomes

Effective speaking is *persuasive conversation* developed and adapted *to fit the occasion,* to further a *special purpose,* and to suit the *people who listen.*

Evaluation

The main thing to remember when making a speech is to have something to say, and say it as though you meant it.

Note: Even though this lesson was prepared for union members, this type of training is very appropriate at the secondary and postsecondary levels. It is especially valuable for all students preparing for work.

(Taken from UAW Local Union Discussion Leader Training Session Three Booklet entitled, *Speking, Listening and Participation,* November 1976, 36 pages.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Labor	Program Planning		Interpersonal Relations	

Counselor

PROJECT ACT—AWARENESS, CAREER, AND TRANSITION

Dr. J. Erie Love
Dexter Regional Vo-Tech Center
Dexter, Maine 04930

Circumstances

Comprehensive guidance, counseling, placement, and follow-up are not likely to be implemented by small school districts acting alone, but through districts combining their resources with those with whom they share a common interest or responsibility. The Dexter Regional Vo-Tech Center assumed leadership for initiating this concept in their district.

Objectives

To facilitate career awareness and education through leadership, knowledge, and skills, in each of the districts served by the Regional Center.

Linkages/Participants

OE/Bureau of Occupational and Adult Education (BOAE)
Districts served by the Dexter Regional Vo-Tech Center

Process

The following four recommendations were developed from ACT (Awareness, Careers, and Transition), as they apply to the Regional Vocational Center:

1. Establish a coordinator of student services at the Regional Vocational Center. Responsibilities would include:
    a. Coordination of admissions activities for the Center with sending-school guidance counselors.
    b. Identify and spotlight innovative and effective practices in the sending schools.
    c. Provide intensive guidance and counseling to Center students in preparation for employment and/or further education.
    d. Coordinate vocational career information services in the region for counselors and teachers.
    e. Direct resource center activities.
    f. Conduct follow-up activities to maintain continuous follow-through of all dropouts and graduates to provide information for improved program revisions.
    g. Coordinate a regional advisory guidance council, meeting regularly to develop comprehensive guidance, placement, and follow-up services in the area served by the Regional Center.
2. The position of Career Education Coordinator should be established to implement a comprehensive program of awareness, careers, and transition throughout the district. The identified functions would be:
    a. Serve as a resource person for career education to classroom teachers.
    b. Provide orientation to all new staff members on career education.
    c. Contact community resources for field trips, human resources, work experience, and classroom visits.
    d. Obtain, develop and coordinate career awareness information for all disciplines within the curriculum.
    e. Organize and develop local in-service workshops for all staff.
3. Organize a functioning career resource center to serve all districts. The center should be portable in nature and be fully equipped with career education materials, evaluated and developed by teachers, administration and guidance personnel to insure their usefulness for information, and as a supplement to all classroom disciplines.
4. A component of career awareness should be developed for grades K-6. This would emphasize both student and faculty awareness. Workshops should be conducted by

professionals within districts. Instructional and resource material should be identified and provided to teachers for inclusion within their existing curriculum. Awareness of self and the world of work should be the theme.

(Excerpted from Federal Project Findings of PROJECT ID NO.: OEG-0-74-1728 and SRG ID NO.: 25063 provided by the George Washington University.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Government Agencies	Advisory & Consulting Career Guidance/ Counseling Employment Information Program Planning Speakers		Attitudes & Values Career Planning Decision Making Economic Understanding	

Adult

10–12

RURAL YOUTH AND THEIR PATTERNS OF MOBILITY

C. R. Sollie
Mississippi State University
State College, Miss. 39762

Circumstances

The staff of the Social Research Group of the George Washington University, Washington, D.C. made this summary of a Federal research grant between 1966 and 1972. The sponsoring agency was the U.S. Department of Agriculture (USDA).

Objectives

To make a survey of occupational aspirations of a regional sample of rural youth.

Linkages/Participants

George Washington University, Washington, D.C.
U.S. Department of Agriculture

Process

Analyzing a regional sample of respondents to a research study to determine the differences between aspirations in 1966 and attainments in 1972.

Outcomes

1. Respondents scored significantly higher on knowledge about occupational roles than labor force knowledge.
2. Whites scored significantly higher than blacks on general occupational knowledge.
3. White femlaes with rural farm background achieved the highest occupational knowledge scores.
4. Occupational expectations, but not aspirations, were significantly related to occupational knowledge.
5. Responents perceived Structural and Personal Occupational Goal Blocks as significantly stronger than Enabling Blocks.
6. Occupational aspirations of respondents increased slightly from 1966 to 1972, but expectations decreased by a greater degree.
7. Respondents who experienced the least occupational goal deflection (difference between aspirations in 1966 and attainment in 1972) were white females. Those experiencing the most goal deflection were black males.

Evaluation

Project recommendations are for a more concerted effort in job information activities in high schools to include:

1. Educational requirements of specific occupations
2. Employment opportunities
3. Geographic distributions of occupational types

(Excerpted from Federal Project Findings of PROJECT ID NO.: MIS-4006 and SRG ID NO.: 24205 provided by The George Washington University.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
Agriculture & Natural Resources Business & Office Communications Media Consumer & Homemaking Construction Environmental Control Fine Arts & Humanities Health Hospitality & Recreation Manufacturing Marine Sciences Marketing & Distribution Personal Services Public Service Transportation	Government Agencies Postsecondary Education	Advisory & Consulting Employment Information Program Planning Student Evaluation		Attitudes & Values Career Planning Decision Making Economic Understanding Self Concept	

Adult

10–12

UNIVERSITY SPONSORS WORKSHOPS FOR VOCATIONAL EDUCATION TEACHERS

Prof. Eugene Trotter
Project Director
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Michigan State University
East Lansing, Michigan

Circumstances

A student who bombs on a make-believe job interview in front of fellow students probably won't be flustered going through the real thing. That's a theory Michigan State University is testing on high school vocational students.

Objectives

To sponsor workshops for vocational education teachers, to help them help their students land jobs.

Linkages/Participants

Calhoun Area Vocational School
Genessee Intermediate School
Waverly High School
Kellogg Community College

Process

The methods vocational education teachers learn to get ideas across include the simulated job interview, skits and role-playing.

Eleven skills are taught to increase students' employability. Among the skills are interviewing, resume writing, and cornering personnel managers for an interview.

"There is a 180-degree difference between the amount of responsibility, aggressiveness and dependability demanded of people in school, and the amounts demanded in the job market," says Clifford Jump, director of the Michigan State University Institute of Agriculture Technology, which is sponsoring workshops for Voc Ed teachers, to help them help their students land jobs. "The schools have been doing a good job of providing students with technical training," he says, "but haven't been teaching students what potential employers expect of them, nor what the job market and the business world are like."

(Taken from "Simulated Job Interviews Help Voc Ed Students Prepare for Working World," by Prof. Eugene Trotter, *Manpower and Vocational Education Weekly*, September 29, 1977, Page 10.)

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Secondary Education Postsecondary Education	Advisory & Consulting Career Guidance/ Counseling Employment Information Program Planning Student Evaluation Mock Interview		Attitudes & Values Career Planning Decision Making Economic Understanding Interpersonal Relations Self Concept	

547

Adult

PLANNING A WEEKEND MEETING

Bruce Kingery
Education Department UAW
800 East Jefferson
Detroit, MI 48214

Circumstances

A 12-page guide was prepared by the UAW Education Department for organizing meetings, conferences, and weekend seminars to promote interest and enrollment in a Labor Studies Program. The Leadership Conference Organization Checklist for Conference Organizers consisted of 31 items that appeared adaptable in planning meetings by any group.

Objectives

1. To identify areas of responsibility that are keys to good program planning.
2. To show the user that details are important in effective planning.

Linkages/Participants

UAW Education Department
Representatives of Business, Industry, and Education

Process

Effective planning is vital to successful outcomes of group interaction. The attached samples provide a means for careful planning.

Outcomes

Good planning results from attention to details.

Evaluation

The checklist has been tested and can be used with confidence.

Samples—see following pages.

CAREER EMPHASIS	LINKAGES	SERVICES PROVIDED	FIELD EXPERIENCES	CAREER DEVELOPMENT FACTORS	PLACEMENT
	Business & Industry Community Groups Government Agencies	Employment Information Program Planning Speakers	Exploration	Attitudes & Values Decision Making Economic Understanding	

Sample 1

LEADERSHIP CONFERENCE ORGANIZATION
CHECKLIST FOR CONFERENCE ORGANIZERS
FOR A LABOR STUDIES CONFERENCE OR SEMINAR

ITEM	WHO WILL DO IT	TIMETABLE Start	 Complete
1. Check meeting times			
2. Check times for busses, trains and airplaines			
3. Look after pre-conference radio and newspaper publicity			
4. Arrange delegate hotel accommodations—assign delegates			
5. Prepare map outline (mimeo for kits) Conference City			
6. Responsibility for delegate kit material			
7. Responsibility for delegate kit assembly			
8. Prepare badges for delegates and conference staff			
9. Assistance at conference registration desk			
10. Pre-conference registration			
11. Arrange for discussion group meeting room assignments			
12. Conference newspaper publicity			

Sample 1 – Continued

ITEM	WHO WILL DO IT	TIMETABLE	
		Start	Complete
13. Prepare attendance records–Delegate evaluation questionnaire			
14. Displays: (a) Courses Available: Brochures (b) Campus facilities (c) Course descriptions/Outlines (d) Recruiting posters (e) Book displays (f) Enrollment Application Forms (g) Information on Student Grants and other Tuition Aids			
15. Provide and look after sound equipment			
16. General Sessions: Speakers table			
Platform seating			
Water & Glasses			
Backdrop for platform			
17. Banquet: Look after tape recordings Background music			
Prepare headtable list			
Letters headtable guests			
Headtable place cards Serviettes Table Decorations			
18. Buffet Luncheon			
19. Arrange for conference photography			
20. Welcome delegates to Opening Session			
21. Arrange welcome signs from locals in the area			
22. Arrange delegates direction signs for registration, etc.			
23. Posters for main assembly hall			
24. Who will put them up			

Sample 1 – Continued

ITEM	WHO WILL DO IT	TIMETABLE Start	 Complete
25. Posters for discussion rooms			
26. Who will put them up			
27. Going away leaflet Notify delegates of travel schedules			
28. Blackboards for discussion groups			
29. Rooms or tables for individual or group consultations about Labor Studies (answering questions)			
30. Meeting the Faculty Labor Studies instructors meet interested, potential students			
31. General Discussion Session and Summary of Seminar or Conference			

Sample 2

PROJECT PLANNING TABLE FOR A WEEK-END SEMINAR IN LABOR STUDIES

THE NEED TO BE MET: (What is the problem?)	THE OBJECTIVE: (What do we want to accomplish?)
WHO WILL BE REACHED?	HOW WILL THEY BE REACHED?

MECHANICS OF THE PROJECT:

What date are we setting?
What time of day?
Where will we be operating?
How long will the project last?
What will be the role of the Labor Advisory Committee?
What role will the Labor Studies faculty members play?

WHAT RESOURCES WILL WE NEED?

Printed Materials:

Films:

Personnel:

WHAT TECHNIQUES WILL BE USED?	ANY SPECIAL OBSTACLES . . . AND SOLUTIONS?

Appendix A

GLOSSARY OF TERMS

AGENCY: A governmental organization devoted to serving or enforcing a specific function of government (as differentiated from institution).

COOPERATING AGENCY: One of the governmental units above which is or may become involved in the Cooperative Rural Career Guidance System in such a manner as to facilitate achieving the system goals.

CAREER DEVELOPMENT FACTORS: Those concepts related to the overall career guidance of the individual, the totality of which enable the client to become "self actualized" (A. Maslow) in relation to his/her total career. These factors include:

- Environment
- Interpersonal Relations
- Leisure
- Self Concept
- Attitudes & Values
- Career Planning
- Decision Making
- Economic Understanding

FORMAL COOPERATIVE AGREEMENT – GENERIC: Continues from year to year. Goals sought are clearly understood by personnel involved. It is reinforced by personal relationships between the parties and by student benefits. Recorded in written form.

INFORMAL COOPERATIVE AGREEMENT – GENERIC: Not a permanent feature of the school's relationship with external agencies or institutions. The result of short-term planning. Goals sought are imprecise. Continuation may or may not be part of the agreement.

COOPERATIVE AGREEMENT – OPERATIONAL: Cooperative agreements should be designed to promote improved career development and/or preparation of clients. They may be either formal or informal and cover any or all of the following functions:

- visits by educational personnel and/or students to business, industry, labor sites
- visits by business, industry, labor to educational sites for purposes of expanding educational and career development opportunities for participants, including youth and adults
- consultation and/or advice for planning, analysis and/or evaluation relative to:
    - school plant
    - curriculum
    - in-service education of school staff or cooperating agency
    - guidance activities
    - placement of clients full or part time
    - vocational education
    - development and/or purchase of learning materials

- community/school service through donations, loans, and/or sharing of funds, facilities, personnel
- alternative schooling
- occupational experience – paid or unpaid:
    - work experience
    - work study
    - cooperative vocational education
- occupational exploration/orientation/guidance
- serve educational needs of:
    - students (youth K-14)
    - school personnel
    - business, industry, labor personnel
    - community members
    - specialized populations, e.g., handicapped,
    - rural disadvantaged, women, minorities, other
- foster mutual assistance among educational institutions, both secondary and post-secondary, and business, industry and labor

Such cooperative agreements should also:

- be subject to legal review
- conform to federal, state, local regulations
- conform to local contractual obligations
- promote health and safety of all participants
- criteria will also reflect concern for such exemplary features as:
    - multi agency funding
    - multi agency implementation
    - student transportation to cooperative sites
    - recruitment and screening procedures for clients
    - other exemplary or unusual features

FEEDBACK: A means of receiving evaluative information regarding the system used for improvement or modification.

INSTITUTION: An established organization in society, related to business, industry, labor or education.

***LINKAGE:** A negotiated, authoritative arrangement between two or more organizations which allows for exchange among the parties of ideas, information, procedures, facilities and personnel in order to achieve mutual goals and objectives.

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*Based on definition by Far West Laboratory for Educational Research and Development.

NATIONAL ADVISORY PANEL: Representatives of business, education, industry, labor and students from a cross-section of organizations, primarily national in scope, who have informed knowledge of existing cooperative agreements, the potential for or the hazards of instituting cooperative agreements on various educational levels for a variety of purposes.

ORGANIZATION: See Institution.

RURAL YOUTH: Students in schools with an enrollment of 500 or fewer in grades K-12 who live primarily in isolated locations 25 miles or more from the corporate limits of cities with populations of 25,000 or more and who may attend consolidated schools with a student population of no more than 2,500.

Appendix B

RESPONSIBILITIES AND QUALIFICATIONS OF COORDINATOR

Responsibilities of Cooperative Agreements Coordinator

1. Works closely with school staff and administration to determine needs of students and community for various cooperative agreements to enhance the career development of youth.

2. Works closely with school staff and administration to plan and implement cooperative relationships between schools and business, industry, labor, and governmental agencies, including other schools for the purpose of meeting career development needs of youth.

3. Arranges with representatives of the external agencies listed above for cooperative relationships with these agencies for the purpose of enhancing the career development of youth. Such cooperative relationships are based upon the needs discovered.

    This includes holding both small and large group meetings of state, regional and local business, industry, labor, and governmental groups to interpret school policies, school programs, student needs and problems relative to career guidance.

    This also includes negotiating, writing and implementing cooperative agreements with specific groups and individuals from the above populations. Particular attention is given to promoting the learning, career development, and safety of participants.

4. Interprets for school people the educational and skill needs of business, industry, and labor manpower and assists educators at all levels in translating these needs into school program offerings.

5. Points out to labor leaders, businessmen and industrialists possible tax deductions, credits and other benefits which they should investigate when providing volunteered services, money and equipment to schools.

6. Is familiar with public affairs/relations and marketing techniques in dealing with individuals, companies, non-profit organizations, and the general public.

7. Serves as general liaison between the school and community relative to career guidance needs of students and the need for community involvement.

8. Arranges for and assists in at least annual program review and evaluation to be carried out by a disinterested third party or parties.

9. Discharges other duties as assigned by the school administration.

Desired Background of Coordinator

The individual should have experience in resources management as a leader or staff member of an educational institution or as a management person in business, industry, labor, or government. This person should demonstrate leadership qualities, and have a working knowledge of career development theory. This person should be comfortable in dealing with executives, understand industry, business and labor organizations and trade and professional associations and know what motivates these executives to become involved in public service. The individual should have had some experience in organizing such involvement and in writing news releases in appropriate form for publication.

Appendix C

RESOURCE CATALOG AND SURVEY SHEETS

RESOURCE CATALOG SHEET

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ Adults ☐ Staff ☐ All ☐

Type of Resource:

- ☐ Material
  - ☐ Self & Interpersonal Relations
  - ☐ Career Planning & Decision Making
  - ☐ Life Roles
  - ☐ Unassigned
- ☐ Human
  - ☐ Student
  - ☐ Staff Member
  - ☐ Parent
  - ☐ Community Member
- ☐ Organizational
  - ☐ Social & Service
  - ☐ Educational
  - ☐ Religious
  - ☐ Governmental
  - ☐ Business & Industry
- ☐ Facilitative
  - ☐ Equipment
  - ☐ Space
  - ☐ Finances
  - ☐ Supplies

Contact Person ____________________
Title ____________________
Address ____________________
____
Phone Number ____________________
Birth Date (students only) ____________________

SPECIFICATIONS:

Space ____________________
Group Size ____________________
Time Limits ____________________
Costs ____________________
Equipment Needed ____________________
____
Times Available ____________________
Resource Available Only in ____________________
____________________ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description: ____________________
____
____
____
____
____
____

RESOURCE SURVEY SHEET

Name of Source ____

Name and Title of Contact Person ______________________________

Address ____________________

____

____

____

Phone ____________________

Title of Resource/Name of Resource Person ______________________________

Description (in 20 or 30 words) ______________________________

____

____

____

____

____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐

Adults ☐ Staff ☐ All ☐

Equipment or Space Required ______________________________

____

____

When Available ____________________

Group Size ____________________

Instructions for Obtaining Resource ______________________________

____

____

____

Cost ____________________

Time Limits ____________________

Appendix D

CURRENT LEGISLATION AFFECTING COOPERATIVE AGREEMENTS

(Excerpted from "Solving the Guidance Legislative Puzzle," Working Draft, American Vocational Association-American Personnel and Guidance Association Legislative Committee on Guidance and Counseling, 1977.)

TERMS	Education Amendments of 1976 PL 94-482			1977 Career Ed Bills		ESEA	CETA, 1973	YEDA, 1977	EAHCA, 1975
	Title I	Title II	Title III			PL 93-380	PL 93-203	PL 95-93	PL 94-142
Business, industry, labor, school cooperation	Part A Sec. 101 "Sec. 133" p. 2089; Part D Sec. 128 "Sec. 801" p. 2145	Sec. 202 "Sec. 132" p. 2192; Sec. 202 "Sec. 121" p. 2188; Sec. 202 "Sec. 122" p. 2189-2190							
Cooperation with community agencies		Sec 202 "Sec. 122" p. 2190; Sec. 202 "Sec. 132" p. 2192	*Part C Sec. 334 p. 2223	Sec. 7 p. 8 Sec. 7 p. 8	Sec. 7 p. 9 Sec. 7 p. 10				
Community resource people		*Sec. 202 "Sec. 134" p. 2194	*Part D Sec. 334 p. 2225-2226	*Sec. 7 p. 8 Sec. 7 p. 8	*Sec. 7 p. 9 Sec. 7 p. 10				
Resource sharing	Part A Sec. 101 "Sec. 102" p. 2084								
Community councils				Sec. 7 p. 9					
Lifelong learning activities	Part A Sec. 101 "Sec. 132" p. 2087; Part A Sec. 101 "Sec. 133" p. 2088; *Part A Sec. 101 "Sec. 133" p. 2088								
Working with correctional institutions		*Sec. 202 p. 2198							

Code:

ESEA – Elementary and Secondary Education Act

CETA – Comprehensive Education Training Act

YEDA – Youth Employment Demonstration Act

EAHCA – Education for Handicapped Children Act

Appendix E

REPRESENTATIVE SAMPLE OF AGENCIES THAT CAN COOPERATIVELY ASSIST IN ACHIEVING EDUCATION-BUSINESS-INDUSTRY-LABOR OBJECTIVES

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Institute of Education
1200 19th Street, SW
Washington, DC 20208

ERIC Clearinghouse on Career Education
The Ohio State University
The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, OH 43210

ERIC Clearinghouse on Counseling and
Personnel Services
University of Michigan
School of Education Building, Room 2108
Ann Arbor, MI 48109

U.S. Office of Education

Administrative Office and Bureau of
School Systems
400 Maryland Avenue, SW
Washington, DC 20202

Bureau of Education for the Handicapped
Bureau of Elementary and Secondary Education
Bureau of Occupational and Adult Education
Bureau of Postsecondary Education
Division of Research and Demonstration
Office of Bilingual Education
Office of Career Education
7th & D Streets, SW
Washington, DC 20202

Regional Office of the Office of Education

Region I (Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont)
John F. Kennedy Federal Building
Room 2303
Boston, MA 02203

Region II (New Jersey, New York, Puerto Rico,
Virgin Islands)
26 Federal Plaza
New York, NY 10017

Region III (Delaware, Maryland, Pennsylvania,
Virginia, Washington, DC, West Virginia)
Gateway Building
3535 Market Street
Philadelphia, PA 19104

Region IV (Alabama, Florida, Georgia,
Kentucky, Mississippi, North Carolina,
South Carolina, Tennessee)
50 Seventh Street, NE
Atlanta, GA 30323

Region V (Illinois, Indiana, Michigan,
Minnesota, Ohio, Wisconsin)
300 South Wacker Drive
32nd Floor
Chicago, IL 60606

Region VI (Arkansas, Louisiana, New
Mexico, Oklahoma, Texas)
1114 Commerce Street
Dallas, TX 75202

Region VII (Iowa, Kansas, Missouri, Nebraska)
601 East 12th Street
Kansas City, MO 64106

Region VIII (Colorado, Montana, North
Dakota, South Dakota, Utah, Wyoming)
Federal Building
1961 Stout Street
Denver, CO 80202

Region IX (Arizona, California, Hawaii,
Nevada)
50 Fulton Street
San Francisco, CA 94102

Region X (Alaska, Idaho, Oregon,
Washington)
Arcade Plaza Building
1321 Second Avenue
Seattle, WA 98101

NATIONAL ADVISORY COUNCILS

National Advisory Council for Career Education
Room 3100, ROB No. 3
7th & D Streets, SW
Washington, DC 20202

National Advisory Council on Adult Education
425 13th Street, NW
Washington, DC 20004

National Advisory Council on Extension and Continuing Education
425 13th Street, NW
Washington, DC 20004

National Advisory Council on the Education of Disadvantaged Children
425 13th Street, NW
Washington, DC 20004

National Advisory Council on Vocational Education
425 13th Street, NW
Washington, DC 20004

National Advisory Council on Women's Educational Programs
425 13th Street, NW
Washington, DC 20004

DEPARTMENT OF LABOR

Bureau of Labor Statistics
441 G Street, NW
Washington, DC 20212

Department of Labor
Employment and Training Administration
6th & D Streets, NW
Washington, DC 20213

Department of Labor
Employment and Training Administration
Office of Comprehensive Employment Development Programs
6th & D Streets, NW
Washington, DC 20213

Department of Labor
Women's Bureau
3rd Street and Constitution Avenue, NW
Washington, DC 20210

STATE DEPARTMENTS OF EDUCATION

The addresses identified below will be useful in corresponding with state departments, state level guidance and counseling supervisors, state directors of career education and state directors of vocational education.

Alabama

State Department of Education
State Office Building
Montgomery, AL 36130

Alaska

State Department of Education
Alaska Office Building
Pouch F
Juneau, AK 99811

Arizona

State Department of Education
1535 W. Jefferson
Phoenix, AZ 85007

Arkansas

State Department of Education
State Education Building
Little Rock, AR 72201

California

State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Colorado

State Department of Education
State Services Building
1525 Sherman Street
Denver, CO 80203

Connecticut

State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06115

Delaware

Department of Public Instruction
J. G. Townsend Building
Dover, DE 19901

Florida

State Department of Education
Collins Building
Tallahassee, FL 32304

Georgia

State Department of Education
State Office Building
Atlanta, GA 30334

Hawaii

Department of Education
P. O. Box 2360
Honolulu, HI 96804

Idaho

State Department of Education
Len B. Jordan Office Building
Boise, ID 83720

Illinois

Illinois Office of Education
100 North First Street
Springfield, IL 62777

Indiana

Department of Public Instruction
120 W. Market Street
Indianapolis, IN 46204

Iowa

Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Kansas

State Department of Education
State Office Building
120 East Tenth Street
Topeka, KS 66612

Kentucky

State Department of Education
Capitol Plaza Tower
Frankfort, KY 40601

Louisiana

Vocational Education
State Department of Education
Capitol Station – Box 44064
Baton Rouge, LA 70804

Maine

Department of Education and
Cultural Services
Education Building
Augusta, ME 04330

Maryland

State Department of Education
P. O. Box 8717
BWI Airport
Baltimore, MD 21240

Massachusetts

Massachusetts State Department of Education
182 Tremont Street
Boston, MA 02111

Michigan

State Department of Education
P. O. Box 30009
Lansing, MI 48909

Minnesota

State Department of Education
Capitol Square Building
658 Cedar Street
St. Paul, MN 55101

Mississippi

State Department of Education
P. O. Box 771
Jackson, MS 39205

Missouri

State Department of Education
P. O. Box 480
Jefferson City, MO 65101

Montana

Office of the Superintendent of Public
Instruction
State Department of Education
State Capitol
Helena, MT 59601

Nebraska

State Department of Education
233 South Tenth Street
Lincoln, NE 68508

Nevada

State Department of Education
400 West King Street
Carson City, NV 89701

New Hampshire

State Department of Education
105 Loudon Road
Concord, NH 03301

New Jersey

State Department of Education
225 West State Street
Trenton, NJ 08625

Director of Career Education
Department of Education
Job Corps Center, Bldg. 871
Plainfield Avenue
Edison, NJ 08817

New Mexico

State Department of Education
Education Building
Santa Fe, NM 87503

New York

State Department of Education
99 Washington Avenue
Albany, NY 12230

North Carolina

State Department of Education
544 Education Building
Raleigh, NC 27611

North Dakota

Department of Public Instruction
State Capitol
Bismarck, ND 58505

State Board of Vocational Education
State Office Building
900 East Boulevard Avenue
Bismarck, ND 58505

Ohio

Department of Education
65 South Front Street
Columbus, OH 43215

Oklahoma

State Department of Education
Oliver Hodge Education Building
2500 N. Lincoln
Oklahoma City, OK 73105

Vocational Education
1515 West Sixth AVenue
Stillwater, OK 74074

Oregon

State Department of Education
942 Lancaster Drive, NE
Salem, OR 97310

Pennsylvania

State Department of Education
P. O. Box 911
Harrisburg, PA 17126

Rhode Island

State Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908

South Carolina

State Department of Education
Rutledge Office Building
1429 Senate Street
Columbia, SC 29201

South Dakota

State Department of Education
Office Building No. 3
Pierre, SD 57501

Tennessee

State Department of Education
Cordell Hull Building
Nashville, TN 37219

Texas

Texas Education Agency
201 East 11th Street
Austin, TX 78701

Utah

State Department of Education
250 East 5th Street, South
Salt Lake City, UT 84111

Vermont

State Department of Education
State Office Building
Montpelier, VT 05602

Virginia

State Department of Education
Eighth Street Office Building
Richmond, VA 23219

Washington

Office of Public Instruction
Old Capitol Building
Olympia, WA 98504

State Director
Commission for Vocational Education
Building No. 17
Airdustrial Park
Olympia, WA 98504

West Virginia

State Department of Education
1900 Washington Street East
Charleston, WV 25305

Wisconsin

Department of Public Instruction
126 Langdon Street
Madison, WI 53702

State Director
Vocational Education
Board for Vocational, Technical
and Adult Education
4802 Sheboygan Avenue
Madison, WI 53702

Wyoming

State Department of Education
Hathaway Building
Cheyenne, WY 82002

Director of Career Education
Department of Education
State Office Building West
Cheyenne, WY 80220

VOCATIONAL YOUTH GROUPS

Agriculture

National FFA Center
Box 15160
Alexandria, VA 22309
Phone: (703) 360-3600
Contact: Coleman Harris
Associate Executive Secretary

Business

Future Business Leaders of America
P. O. Box 17417 – Dulles
Washington, DC 20041
Phone: (703) 860-3334
Contact: Edward D. Miller
Executive Director

Office Education Association
1120 Morse Road
Columbus, OH 43229
Phone: (614) 888-5776
Contact: Charles King
Executive Director

Distributive Education

Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22901
Phone: (703) 860-5000
Contact: H. A. Applegate
Executive Director

Home Economics

Future Homemakers of America
2010 Massachusetts Avenue, NW
Washington, DC 20036
Phone: (202) 833-1925
Contact: Mildred Reel
Executive Director

Industrial Arts

The American Industrial Arts Student
Association
1201 16th Street, NW
Washington, DC 20036
Phone: (202) 833-4211
Contact: Ronald W. Applegate
Director of Student Organizations

Trade and Industrial Education

Vocational Industrial Clubs of America
105 North Virginia Avenue
Falls Church, VA 22046
Phone: (703) 533-2090
Contact: Stephen Denby
Associate Executive Director

SELECTED EDUCATION-BUSINESS-INDUSTRY-LABOR ORGANIZATIONS, AGENCIES, AND ASSOCIATIONS

Advertising Council, Inc.
825 Third Avenue
New York, NY 10022
Phone: (212) 758-0400
Contact: Robert Keim, President

Allis-Chalmers Manufacturing Company
P. O. Box 512
Milwaukee, WI 53201
Contact: Ronald J. Burns
Vice President and General Manager

Alma Community Action Council
P. O. Box 102
Alma, MI 48801
Phone: (517) 463-6404
Contact: Mary Agria
Executive Director

American Association of Community and Junior Colleges
One Dupont Circle, Suite 410
Washington, DC 20036
Phone: (202) 293-7050
Contact: Roger Yarrington
Vice President

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
Phone: (202) 528-0700
Contact: Paul B. Salmon
Executive Director

American Bankers Association
1120 Connecticut Avenue, NW
Washington, DC 20036
Phone: (202) 467-4153
Contact: Dr. Ralph Smeda
Executive Director
Education Policy and Development Group

American Federation of Labor-Congress of Industrial Organizations (AFL-CIO)
815 16th Street, NW
Washington, DC 20036
Phone: (202) 637-5141
Contact: Walter G. Davis
Director of Education

Appalachian Council AFL-CIO
2109 Washington Street, East
Charleston, WV 25311
Contact: Charles A. Spurlock
Regional Education Coordinator

California AFL-CIO
Suite 310
995 Market Street
San Francisco, CA 94103
Phone: (415) 986-3585
Contact: Albin Gruhn, President

Georgia AFL-CIO
Suite 1422
40 Marietta Street, NW
Atlanta, GA 30312
Phone: (404) 525-8549
Contact: Al Kehrer, Director
Southern Civil Rights

Mississippi AFL-CIO
P. O. Box 2010
Jackson, MS 39205
Phone: (601) 948-0517
Contact: Claude Ramsay
President

North Carolina AFL-CIO
P. O. Box 10805
Raleigh, NC 27605
Phone: (919) 833-6678
Contact: Wilbur Hobby, President

Texas AFL-CIO
P. O. Box 12727
Austin, TX 78711
Phone: (512) 477-6195
Contact: Rosa Walker, Assistant to President

Washington State Labor Council
2700 First Avenue
Seattle, WA 98121
Phone: (206) MU2-6002
Contact: Louis O. Stewart
Education Director

West Virginia AFL-CIO
1624 Kanawha Boulevard
Charleston, WV 25311
Phone: (304) 344-3557
Contact: Joseph W. Powell
President

Appalachian Council, AFL-CIO
2109 Washington Street, East
Charleston, WV 25311
Phone: (304) 342-4138
Contact: Charles A. Spurlock
Regional Education Coordinator

Atlanta Labor Council, AFL-CIO
Suite 531
501 Pulliam Street, SW
Atlanta, GA 30312
Phone: (404) 525-3559
Contact: John E. Wright
President

Dallas Labor Council, AFL-CIO
2011 Cedar Springs
Dallas, TX 75201
Contact: Gene C. Freeland
Secretary-Treasurer

Metro Detroit AFL-CIO Council
2310 Cass Avenue
Detroit, MI 48201
Phone: (313) WO3-4233
Contact: Thomas Turner
President

Venango County Labor Council, AFL-CIO
204 Kresge Building
Oil City, PA 16301
Phone: (814) 676-8555
Contact: Albert E. Kiefer, President

American Federation of Government Employees
1325 Massachusetts Avenue, NW
Washington, DC 20005
Phone: (202) 737-8700
Contact: Louise Smothers, Director
Department of Women's Affairs

American Federation of Teachers
1012 14th Street, NW
Washington, DC 20005
Phone: (202) 737-6141
Contact: Carl J. Megel, Legal Director

American Forest Institute
1619 Massachusetts Avenue, NW
Washington, DC 20036
Phone: (202) 667-7807
Contact: June McSwain
Director, Education

American Gas Association
1515 Wilson Boulevard
Arlington, VA 22209
Phone: (703) 524-2000 Ext. 250
Contact: Wilfred C. Burton
Manager, Educational Services

American Institute for Certified Public Accountants
666 Fifth Avenue
New York, NY 10019
Phone: (212) 581-8440
Contact: Guy Trump, Vice President
Education & Regulation

D.C. Office
1620 I Street, NW
Washington, DC 20036
Phone: (202) 872-8190
Contact: Rosemary Baker
Office Manager

American Institutes for Research
Metric Studies Center
P. O. Box 1113
Palo Alto, CA 94302
Phone: (415) 493-3550
Contact: Albert B. Chalupsky
Director

American Iron and Steel Institute
1000 16th Street, NW
Washington, DC 20036
Phone: (202) 452-7112
Contact: Bertis E. Capehart
Director of Education

American Management Association Inc.
Box 88
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Comprehensive
337 (K-12), 346 (grades 7-10), 357 (7-9), 372 (10-12), 377 (9-12), 383 (10-12, 13-14), 405 (adult).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 472, 475, 508, 511, 512, 515, 517, 519.

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

Business & Office

K–6
52, 56, 60, 73, 88, 93, 117, 120, 122, 128, 131, 132, 140, 144.

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Comprehensive
337 (K-12), 346 (grades 7-10), 357 (7-9), 372 (10-12), 377 (9-12), 383 (10-12, 13-14), 405 (adult), 418 (10-12), 428 (10-12, adult).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 477, 508, 511, 512, 517.

Adult
475, 477, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
242, 252, 269, 275, 295, 447, 450, 486, 497, 499, 501, 506.

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Comprehensive
346 (grades 7-10), 357 (7-9), 372 (10-12), 383 (10-12, 13-14), 399 (disadvantaged 10-12), 418 (10-12).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517.

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 269, 275, 295, 447, 450, 486, 497, 499, 501, 506.

Consumer & Homemaking

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49, 51, 52, 56, 57, 60, 70, 74, 93, 97, 105, 120, 123, 131, 132, 134 (special education), 138 (special education), 140, 142, 144.

7–9
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10–12
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Comprehensive
346 (grades 7-10), 357 (7-9), 372 (10-12).

Miscellaneous K–12
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Postsecondary
459, 466, 469, 475, 477, 508, 511, 512, 517.

Adult
475, 477, 480 (children ages 2-6), 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

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K–6
60, 66, 68, 70, 81, 93, 105, 120, 122, 131, 132, 140, 144.

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10–12
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Comprehensive
337 (K-12), 346 (grades 7-10), 357 (7-9), 372 (10-12), 377 (9-12), 405 (adult), 410 (10-12), 428 (10-12, adult).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517.

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
242, 252, 275, 295, 447, 450, 486, 497, 501, 503, 506.

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K–6
60, 62, 69, 85, 92, 93, 103, 108, 110, 118, 120, 122, 131, 132, 140, 144.

7–9
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Comprehensive
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Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517.

Adult
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Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 503, 506.

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Comprehensive
346 (grades 7-10), 357 (7-9), 410 (10-12).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

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K–6
52, 58, 58, 60, 65, 69, 70, 74, 83, 93, 95, 101, 105, 107, 120, 131, 132, 134 (special education), 140, 144.

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Comprehensive
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Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517.

Adult
475, 480 (children ages 2-6), 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

Hospitality & Recreation

K–6
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10–12
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Comprehensive
346 (grades 7-10), 357 (7-9), 410 (10-12), 436 (teacher).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 475, 508, 511, 512, 517.

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

Manufacturing

K–6
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Comprehensive
337 (K-12), 346 (grades 7-10), 357 (7-9), 372 (10-12), 377 (9-12), 383 (10-12, 13-14), 405 (adult), 418 (10-12).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Neurologically Handicapped
461 (ages 2 to 30).

Postsecondary
459, 466, 469, 475, 483, 508, 511, 512, 517.

Adult
475, 485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
242, 252, 269, 275, 295, 447, 450, 486, 497, 499, 501, 503, 506.

Marine Sciences

K–6
60, 86, 93, 120, 131, 132, 140, 144.

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Comprehensive
346 (grades 7-10), 357 (7-9).

Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 508, 511, 512, 517.

Adult
485, 497, 506, 508, 511, 512, 517, 530.

Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

Marketing & Distribution

K–6
51, 60, 74, 82, 89, 93, 95, 96, 99, 116, 117, 118, 119, 120, 131, 132, 134 (special education), 140, 143, 144.

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149, 152, 157, 159, 160, 162, 165, 168, 170, 175, 293, 309.

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Comprehensive
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Miscellaneous K–12
447, 450, 453, 455, 457, 459, 464.

Postsecondary
459, 466, 469, 472, 475, 508, 511, 512, 517.

Adult
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Teacher/Counselor
242, 252, 269, 275, 295, 447, 450, 486, 497, 499, 501, 503, 506.

Personal Services

K–6
52, 56, 60, 93, 120, 131, 132, 140, 144.

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152, 155, 162, 163, 165, 168, 170, 175, 293, 309.

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Comprehensive
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Miscellaneous K–12
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Postsecondary
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Adult
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Teacher/Counselor
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K–6
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Adult
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Teacher/Counselor
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Adult
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Teacher/Counselor
252, 275, 295, 447, 450, 486, 497, 501, 506.

ACKNOWLEDGEMENTS

The *Cooperative Rural Career Guidance System* is an effort to provide relevant linkages between rural/small schools and their communities, particularly those segments of the community representing business, industry and labor. The Project Advisory Committee and the Project Advisory Panel assisted greatly in assessing the relevance of these materials to rural/small schools, as well as the feasibility of implementing the materials in rural communities. Persons with some familiarity with the rural scene and representing business, industry, labor, the home and education were chosen as members of the Project Advisory Committee and Panel to review the project's products. The following are the people who gave freely of their time and knowledge over eighteen months to help us to improve the effectiveness of our efforts:

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